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ABSTRACT

This document is the final report of a demonstration project during which the corporation First Chicago/NBD and a local education agency developed and delivered basic skills training to the corporation's nonexempt work force. The report describes the following key project activities: basic skill needs analyses for various customer services performed by corporation's employees; development of customized curriculum for 15 courses in topics such as math and reading for new hires, problem solving and decision making, performance appraisal writing, business writing, reading charts and tables, and message taking; and delivery of 197 courses during which 1,699 participants spent a total of 17,174 working hours in training provided exclusively during work time. Appendixes constituting approximately 90% of the document contain the following: list of courses; course syllabi; and external evaluator's report, "A U.S. Department of Education National Workplace Literacy Demonstration Project by First Chicago/NBD Corporation and The CENTER" (Jorie W. Philippi), that focuses on the extent to which the project goals and philosophy were shared by key personnel and learners, resources available during the project's development and implementation; congruence of the project's observed instructional practices with project goals and research on instructional effectiveness, and indicators of the project's effectiveness. (MN)

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FIRST CHICAGO/NBD

Workplace Education Division of
THE CENTER – RESOURCES FOR EDUCATION/CCSD #54

BASIC SKILLS for 100% CUSTOMER SATISFACTION at FIRST CHICAGO CORPORATION

Final Report

Grant # V198A 40238-95

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EXECUTIVE SUMMARY

First Chicago/NBD (FCNBD) received a 3-year workplace literacy grant in the amount of $580,760 for the period November 1, 1994 through April 30, 1998. FCNBD provided matching funds in the amount of $561,002 which was the value of employee time while participating in training, management and supervisory time in planning and implementing the project, training space and materials.

In partnership with The Center – Resources for Education/CCSD #54, a local educational agency, FCNBD implemented a demonstration project which provided basic skills training to its nonexempt workforce, resulting in increased skill levels and productivity. Through this project, Center staff, in collaboration with FCNBD staff, delivered the following services:

- Conducted basic skill needs analyses for Vault Services, HELP Desk, Demand Deposit Accounts, Research and Adjustments, Money Transfers, and Disbursement Services.
- Developed customized curriculum for fifteen courses – Listing from the Written Amount, New Hire Math, New Hire Reading, Problem-Solving and Decision-Making, HELP Desk, Business Writing, Performance Appraisal Writing, Reading Outlines, Charts and Tables, Math for Check Filing, ATM Balancing, What's Your Message?, Unlocking Lockbox, How Are They Performing? and How Are We Performing?
- Delivered 197 courses with 2,106 class slots for a total of 1,612 training hours. One thousand six hundred ninety-nine (1,699) unduplicated participants spent a total of 17,174 working hours in training provided through the grant. (All training was on 100% work time.)

After the project was completed, FCNBD continued the program by establishing a full-time training department for Central Operations which provides the courses developed under the grant, contracting with The Center staff to develop additional curriculum and provide training for FCNBD Chicago location and other locations as well, and using the project's curriculum as a foundation for building the FCNBD Welfare-To-Work program.

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FINAL REPORT

The proposal for the Workplace literacy grant was originally submitted by First Chicago Corporation on March 11, 1994. First Chicago's educational partner was The Center – Resources for Education/CCSD #54. The targeted workers to be served under this grant were 900 Chicago, suburban Chicago, and Elgin employees in four departments – Cash Management, First Card, Corporate Administration, and Community Bank.

On December 1, 1995, First Chicago Corp. and NBD Corp. merged to form First Chicago NBD, Corporation. With this merger, First Chicago NBD (FCNBD) became the 9th largest bank holding company with 33,000 employees, over 700 branches nationwide, and $105 billion in total assets. It became the Midwest's #1 provider to consumers, middle market companies, and large corporate customers.

The merger led to major changes in senior management and a shifting of corporate priorities. "Conversion" became a top priority for all departments. Within this world of change, the workplace basic skills program was faced with three major challenges:

1. identifying needs in the new organization,
2. networking with new senior management, and
3. continuing to deliver programs to large groups and a geographically diverse population.

Project staff embraced these challenges and designed and delivered an exemplary program which exceeded its original goals and objectives.

Goals and objectives:

The original application requested $668,002 for the three years. Due to budget reductions in the Department of Education, there were changes in available funds during the three years. A total of $580,760 was awarded for the project.

The original goal was to provide 90 courses of varying length to 900 participants. In reality, 197 courses were provided to 1,699 unduplicated participants with a total number of 2,106 class slots.

Funding levels and FCNBD match:

The three-year funding level was $580,760.

Actual expenditures for the three years were: $166,895; $183,905, and $229,960 (this included a 7-month approved extension.)

The total match for this period is valued at $561,002.

The direct match for the services provided under the grant was $461,638. This sum reflects the value of the time for workers to participate in the training, FCNBD staff, classroom space, and supplies.

In addition, FCNBD contracted for additional services for other geographical areas not covered under the grant and also continued to contract for services in the Elgin and Chicago areas after the grant resources were depleted. The value of these services and participant time was $99,364.

Participant profile:

The demographic profile of the participants as reflected by intake information submitted by participants is as follows:

- gender breakdown - 1204 (72%) female; 495 (28%) male
- average age - 34.8 years
- racial – 643 (39%) white, 621 (38%) – black, 197 (12%) Asian, 176 (11%) Hispanic, and 0 American Indian. (Note: Sixty-two participants chose not to respond to this question.)

Chronological Summary of Activities:

The major categories of activities for the project were needs analyses in which Center staff identified the basic skill requirements and issues by observing jobs, analyzing documents, and interviewing staff; development of customized competency-based curriculum with skills assessments, and actual training. A summary of those major categories of service by funding year is found on the next page.

SERVICES BY FUNDING YEAR

Year 1: Nov. 1, 1994 – Oct. 31, 1995

Needs Analyses	Vault Services HELP Desk Demand Deposit Accounts Research and Adjustments Money Transfers
Curriculum Development	Listing From The Written Amount New Hire Math New Hire Reading Problem-Solving and Decision-Making HELP Desk Business Writing Performance Appraisal Writing Reading Outlines Charts and Tables
Training	53 courses; 550 training hours; 513 class slots; 5,460 participant hours spent in training

Year 2: Nov. 1, 1995 - Oct. 31, 1996

Needs Analyses	Disbursement Services
Curriculum Development	Math for Check Filing ESL for Oral Communication ATM Balancing
Training	51 courses; 371 training hours; 389 class slots; 2,922 participant hours spent in training

Year 3: Nov. 19, 1996 – Apr. 30, 1998

Needs Analyses	Disbursement Services
Curriculum Development	What's Your Message? Unlocking Lockbox How Are They Performing? and How Are We Performing?
Training	93 courses; 691 training hours; 1,204 class slots; 8,792 participant hours spent in training

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Curriculum:

The curriculum was functional context and customized to address the needs of the various areas. Sixteen customized courses were developed. The course syllabi are found in Appendix B. (For more information abut the curriculum, refer to the project publication Workplace Basic Skills Curriculum for the Financial Services Industry.)

Dissemination:

Both FCNBD and The Center were involved in disseminating project results and products. Key activities included:

- Tamara Baloun and Patricia McDonald serving as keynote speakers for the presentation "Survival of a Workplace Learning in a Merged Corporation" presentation at the 1997 National Workplace Learning Conference.
- Tamara Baloun and Linda Mrowicki participating on a panel presentation of different industries at the 1996 National Workplace learning Conference.
- Participation at the AAACE conferences and International TESOL conferences.
- Presentations by Center staff at the Illinois Workplace Literacy Conferences in 1995 and 1996.
- Tamara Baloun serving as an Advisor to the Illinois Workplace Education Training Institute and FCNBD serving as a host for a training cycle.
- Tamara Baloun serving as a member of the Illinois Literacy Advisory Board and providing recommendations for workplace literacy programming in Illinois.
- Submitting the publication Workplace Basic Skills Curriculum for the Financial Services Industry for general dissemination to the ERIC system and the National Network for Curriculum Coordination in Vocational-Technical Education.

Overall Project Evaluation:

The project was continually monitored and evaluated by internal staff as well as by an external evaluator, Jorie Philippi. This section summarizes the findings according to the most commonly used model for evaluation of training was developed by J. Kirkpatrick. This model looks at four levels: participant reaction, participant learning, skill transfer, and organizational impact. (The complete external evaluator's report can be found in Appendix C.)

1. **PARTICIPANT REACTION: The results of the questionnaires indicate that participants regarded the training as highly beneficial and of excellent quality.**

At the end of each course, participants completed a written questionnaire. The total number of end-of-course questionnaires was 1,476. These questionnaire responses were compiled into end-of-course reports which were reviewed and analyzed by the external evaluator who found:

> *"On a 5-point scale with 5 being "very good" and 1 being "very poor," overall ratings were:*
> *'The course was:' 4.5*
> *'The materials were:' 4.5*
> *'The trainer was:' 4.7*
>
> *The scale for another item was 5 = improved a lot and 1 = did not improve. The overall rating for the item 'My skills in (specific course competencies)' was 4.4.*
>
> *96% responded that they would recommend the program to coworkers or staff and 90% expressed the desire to take another similar course."*

2. **PARTICIPANT LEARNING: Significant learning occurred as a result of the training.**

Each course utilized a pre/post assessment instrument. There were two types of instruments - a skills-based assessment and a participant self-rating of knowledge. Results from these assessments were compiled and included in the End-Of-Course report which was provided to FCNBD. The external evaluator reviewed and analyzed these reports and concluded:

> *"Impressive gains from pre/post assessment scores, and post-program ratings by participants, compared to pre-program ratings, provide strong evidence that participants mastered the content of the Basic Skills for 100% Customer Satisfaction program. Post-program participant statements provided extensive evidence that participant goals had been worked toward or met, and that these goals coincided with the objectives of the training program.*
>
> *Gains on the assessment instruments also demonstrated mastery . . . The average gain was 29%. When compared to gains on standardized academic basic skill tests, this is comparable to a gain of three stanines, usually equated with three grade levels of improvement, within just 7.5 (average) hours of instruction."*

3. **TRANSFER OF LEARNING: While anecdotal comments reveal transfer of learning, another measure of the importance of the training to job performance was the continued support of supervisors/managers in requesting additional training and in arranging release time for their employees to attend.**

To determine if transfer of learning was taking place, the external evaluator interviewed a sample of supervisors and managers. Specific comments included:

> *"Employee reaction increased after they took that class. Some employees are now more verbal; they initiate conversations, discuss issues, and offer suggestions on their own.*

They know exactly where to look for information on the customer outlines.

These classes have put my employees in the learning mode which is helping them cope with all the new procedures around here.

The tips they received for dealing with numbers has helped them pick up speed in keying in information.

There's a tremendous reduction in encoding errors since my workers took that course. Error rate is down by 5-10% - especially errors in place value.

Their attitudes toward customer research and reconciling have changed for the better. They're like a team of detectives now.

There's a good recall of course content by those in my department. I see them using the skills they learned everyday now."

4. ORGANIZATIONAL IMPACT: FCNBD recognizes that the project added value to its operations and expanded basic skills training to other aspects of the organization as well as made provisions for continuing such training.

The fourth level of evaluation examines how the organization has been impacted by the training. Another aspect of this impact is characterized by the term "institutionalization" which is used by the U.S. Department of Education. This term means in what manner or to what degree has the organization continued the project.

Specific examples of expanding the program to other areas of the organization include:

1. FCNBD contracting with The Center to provide the: "How Are We Performing?" and "How Are They Performing?" courses to sites in New Jersey and Delaware.
2. FCNBD disseminating the "How are We/They Performing?" curriculum to its internal trainers for their use in providing this training throughout the organization.
3. FCNBD contracting with The Center to customize the "How Are We/They Performing?" course curriculum for administrative support staff, security guards, and First Card staff.
4. IMS Operations of FCNBD contracting with The Center to conduct a needs analysis of its operations in Troy, MI, developing customized curriculum, and delivering training to its staff at both the Michigan and Chicago locations.

In addition to expanding the program to other areas of the organization, FCNBD has decided to continue the program after the April 30 Federal Workplace Literacy project concluded. These are some of the ways in which this is taking place:

1. FCNBD Central Operations established a full time training department with two professional trainers. These trainers continue to provide the courses developed under the grant.
2. FCNBD used its own resources to contract with The Center to develop other basic skills curriculum and courses.
2. FCNBD, in partnership with The Center and five other community-based organizations, submitted a proposal for Welfare-To-Work funding to the City of Chicago. This grant was awarded and a project was implemented in July to provide on-the-job training to welfare recipients. The basic skills needs analyses and curriculum developed under the Workplace Literacy grant are being used as a foundation upon which to develop the on-the-job training.

Conclusion:

The Basic Skills Program for 100% Customer Satisfaction was a highly successful program in that it met its goals, provided positive results which added value to the organization, demonstrated that an effective partnership could be established between business and educational agencies, and that basic skills training can become an "institutionalized" part of an overall training program.

Jorie Philippi, the project's External Evaluator, concluded:

> *"After working with this project for 3 years, it is the opinion of this evaluator that this has been one of the better U.S. Department of Education Workplace Literacy demonstration projects funded to date. This conclusion is based on abundant evidence showing: 1.) the vast amount of high quality, customized functionally contextual training materials that THE CENTER staff produced in conjunction with First Chicago/NBD throughout the demonstration period; 2.) the ability of the Project Director, Project Manager and their staffs to accomplish project tasks and solve unforeseen problems through tenacity, innovation, unflagging high energy levels, and constant attention to detail; and, 3.) the pending institutionalization and ongoing enthusiastic support for the project by the organizational partner. These ingredients indicate success."*

Appendix A : LIST OF COURSES

FIRST CHICAGO NBD COURSES
NOVEMBER 1, 1994 - OCTOBER 31, 1995

Class	Date	Time	Location	Instructor	No. Participants
New Hire Reading	11/8/94 – 11/10/94				10
New Hire Math	11/8/94 – 11/10/94				10
New Hire Number Skills	11/17/94 – 11/15/94				10
Listing from the Written Amount	2/21/95 – 2/24/95	9 – 10 a.m.	Bloomingdale	L. Mrowicki	6
Listing from the Written Amount	2/21/95 – 2/24/95	10:30 a.m. – noon	Bloomingdale	V. Woodruff	6
Listing from the Written Amount	2/21/95 – 2/24/95	1 – 3 p.m.	Bloomingdale	L. Olivi	4
New Hire Number Skills	3/13/95 – 3/16/95	10:30 a.m. – 12:30 p.m.	1 N. State		12
New Hire Math	3/13/95 – 3/16/95	1 – 3 p.m.	1 N. State	L. Olivi	12
New Hire Reading	3/13/95 – 3/16/95	3 – 4:30 p.m.	1 N. State	L. Mrowicki	12
Number Skills	3/20/95 – 3/24/95	10 a.m. – noon		V. Woodruff	15
Number Skills	3/20/95 – 3/24/95	1 – 3 p.m.		V. Woodruff	17
New Hire Number Skills	5/2/95 – 5/5/95		1 N. State	K. Boran	9
New Hire Reading	5/2/95 – 5/5/95		1 N. State	K. Boran	9
New Hire Math	5/9/95 – 5/12/95		1 N. State	L. Olivi	9
Number Skills	6/5/95 – 6/9/95			D. Jones	12

Class	Date	Time	Location	Instructor	No. Participants
Problem Solving & Decision Making	5/8/95 – 7/24/95			K. Ainis	5
Help Desk Project	5/9/95 – 6/14/95		1 N. Dearborn	K. Boran	10
Business Writing	5/23/95 - 8/15/95		Elgin	K. Fuist	11
Performance Appraisal Writing	5/25/95 - 7/27/95		Elgin	K. Fuist	10
Business Writing	6/6/95 - 8/15/95		Elgin	K. Fuist	10
Performance Appraisal Writing	6/8/95 - 8/27/95		Elgin	K. Fuist	11
Number Skills	6/11/95 - 6/18/95		1 N. Dearborn	D. Jones	4
Number Skills	6/12/95 - 6/16/95		1 N. Dearborn	D. Jones	14
Number Skills	6/19/95 - 6/23/95		1 N. Dearborn	L. Olivi	12
Reading Outlines	6/20/95 - 6/23/95		525 Monroe	L. Mrowicki	14
New Hire Number Skills	6/20/95 - 6/26/95		1 N. State	V. Woodruff	10
New Hire Reading	6/20/95 - 6/26/95		1 N. State	G. Anderson	10
Number Skills	6/21/95 - 6/28/95			D. Jones	5
Number Skills	6/26/95 - 6/30/95			K. Ainis	13
New Hire Math	6/27/95 - 6/30/95		1 N. State	L. Olivi	10
Number Skills	7/10/95 - 7/14/95			K. Ainis	13
Charts & Tables	8/15/95 - 8/22/95		L 2	L. Olivi	11

Class	Date	Time	Location	Instructor	No. Participants
Charts & Tables	8/15/95 - 8/22/95		L 2	D. Jones	9
Charts & Tables	8/15/95 - 8/22/95		L 2	D. Jones	7
New Hire Reading	8/22/95 - 8/25/95		1 N. State	K. Boran	10
New Hire Number Skills	8/22/95 - 8/28/95		1 N. State	K. Boran	10
New Hire Math	8/29/95 - 9/1/95		1 N. State	L. Olivi	10
Number Skills	9/11/95 - 9/15/95	8 - 10 a.m.	525 Monroe	L. Olivi	9
Business Writing	9/11/95 - 11/6/95		1 N. Dearborn	V. Woodruff	12
Business Writing	9/11/95 - 11/6/95		1 N. Dearborn	V. Woodruff	9
Business Writing	9/14/95 - 11/2/95		1 N. Dearborn	V. Woodruff	14
Business Writing	9/14/95 - 11/2/95		1 N. Dearborn	V. Woodruff	16
Business Writing	9/17/95 - 11/12/95		1 N. Dearborn	V. Woodruff	5
Number Skills	9/18/95 - 9/22/95	10:30 a.m. - 12:30 p.m.	525 Monroe	L. Olivi	9
Number Skills	9/18/95 - 9/22/95	1 - 3 p.m.	525 Monroe	K. Ainis	9
Number Skills	10/2/95 - 10/6/95			K. Ainis	12
Number Skills	10/2/95 - 10/6/95			K. Ainis	13
Charts & Tables	10/17/95 - 10/24/95		L 2	D. Jones	10

Class	Date	Time	Location	Instructor	No. Participants
Listing from the Written Amount	10/18/95 - 10/21/95		Elgin	K. Fuist	4
Listing from the Written Amount	10/18/95 - 10/23/95		Elgin	K. Fuist	5
Listing from the Written Amount	10/18/95 - 10/23/95		Elgin	K. Fuist	5
Listing from the Written Amount	10/23/95 - 10/27/95		Elgin	K. Fuist	5
Listing from the Written Amount	10/23/95 - 10/27/95		Elgin	K. Fuist	4

FIRST CHICAGO NBD COURSES
NOVEMBER 1, 1995 – OCTOBER 31, 1996

Class	Date	Time	Location	Instructor	No. Participants
Reading Outlines	11/6/95 - 11/9/95		525 Monroe	L. Mrowicki	15
Number Skills	11/6/95 - 11/9/95			K. Ainis	11
Number Skills	11/6/95 - 11/9/95			K. Ainis	15
Math for Check Filing	11/8/95 - 11/10/95	1- 3 p.m.	525 Monroe	L. Olivi	6
Math for Check Filing	11/8/95 - 11/10/95	3:15 - 5:15 p.m.	525 Monroe	L. Olivi	6
Math for Check Filing	11/9/95 - 11/13/95	9 -11 a.m.	525 Monroe	L. Olivi	7
New Hire Number Skills	11/27/95 - 12/4/95		1 N. State	K. Boran	10
Listing from the Written Amount	12/5/95 - 12/8/95		1 N. State	C. Kolbe	11
Reading Outlines	1/9/96 - 1/12/96	8 - 10 a.m.	525 Monroe	L. Mrowicki	6
Reading Outlines	1/9/96 - 1/12/96	10:30 a.m. - 12:30 p.m.	525 Monroe	L. Mrowicki	6
Reading Outlines	1/9/96 - 1/12/96	1:30 - 3:30 p.m.	525 Monroe	D. Jones	6
Reading Outlines	1/29/96 - 2/1/96	9:30 - 11:30 p.m.	525 Monroe	D. Jones	14
Number Skills	2/12/96 - 2/16/96	9 - 11 a.m.	525 Monroe	C. Kolbe	5
Reading Outlines	2/27/96 - 3/1/96	8 - 10 a.m.	525 Monroe	K. Ainis	7
Reading Outlines	2/27/96 - 3/1/96	10:30 a.m. - 12:30 p.m.	525 Monroe	K. Ainis	10
Listing from the Written Amount	3/19/96 - 3/22/96	8 - 9:15 a.m.	525 Monroe	D. Jones	2

Class	Date	Time	Location	Instructor	No. Participants
Reading Outlines	3/19/96 - 3/22/96	10 a.m. - noon	525 Monroe	K. Ainis	5
Reading Outlines	3/25/96 - 3/28/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	15
Reading Outlines	4/20/96 - 4/28/96 Sat. & Sun.	1 - 3 p.m.	525 Monroe	C. Kolbe	5
Performance Appraisal Writing	4/30/96 - 6/6/96 Tu. & Th.	2 - 4 p.m.	Blooming-dale	K. Fuist	8
Number Skills	5/6/96 - 5/10/96	9 - 11 a.m.	Mt. Prospect	C. Kolbe	5
Number Skills	5/6/96 - 5/10/96	12:45 - 2:45 p.m.	Mt. Prospect	L. Olivi	7
Number Skills	5/6/96 - 5/10/96	3 - 5 p.m.	Mt. Prospect	L. Olivi	7
ESL Oral Communication	5/10/96 - 6/14/96 Fri.	10:30 a.m. - noon	1 N. State	B. Newman	6
ESL Oral Communication	5/10/96 - 6/14/96 Fri.	2 - 3:30 p.m.	525 Monroe	B. Newman	3
New Hire Place Value	5/21/96	3:15 - 4:15 p.m.	1 N. State	L. Olivi	6
New Hire Number Skills	5/21/96 - 5/24/96	varies 2 hrs./day	1 N. State	L. Olivi	6
New Hire Place Value	5/29/96	3:15 - 4:15 p.m.	1 N. State	C. Kolbe	4
New Hire Number Skills	5/29/96 - 6/3/96	varies 2 hrs./day	1 N. State	C. Kolbe	4
New Hire Place Value	6/11/96	5:45 - 6:45 p.m.	Wheaton	C. Kolbe	8
New Hire Number Skills	6/11/96 - 6/14/96	varies 2 hrs./day	Wheaton	C. Kolbe	8
Reading Outlines	6/24/96 - 6/27/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	10

Class	Date	Time	Location	Instructor	No. Participants
Listing from theWritten Amount	6/25/96 - 6/28/96	1:30 - 3 p.m.	Blooming-dale	K. Fuist	9
New Hire Place Value	6/25/96	5:15 - 6:15 p.m.	Wheaton	C. Kolbe	5
New Hire Number Skills	6/25/96 - 6/28/96	varies 2 hrs./day	Wheaton	C. Kolbe	7
ATM Balancing	7/16/96 - 7/18/96	7:30 - 9:30 a.m.	L3	L. Olivi	7
ATM Balancing	7/16/96 - 7/18/96	10 a.m. - noon	L3	L. Olivi	7
ATM Balancing	7/16/96 - 7/18/96	1:15 - 3:15 p.m.	L3	A. Lovering	7
ATM Balancing	7/16/96 - 7/18/96	10 p.m. - midnight	L3	A. Lovering	6
Reading Outlines	7/22/96 - 7/25/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	17
ATM Balancing	7/23/96 - 7/25/96	10 p.m. - midnight	L3	L. Olivi	6
ATM Balancing	7/23/96 7/24/96 7/26/96	2:30 - 4:30 p.m.	L3	L. Olivi	6
ATM Balancing	7/23/96 7/24/96 7/26/96	5 - 7 p.m.	L3	L. Olivi	5
ATM Balancing	7/23/96 7/24/96 7/26/96	7:30 - 9:30 p.m.	L3	L. Olivi	6
Reading Outlines	8/19/96 - 8/22/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	13
New Hire Place Value	8/27/96	2:15 - 3:15 p.m.	Wheaton	C. Kolbe	9
New Hire Number Skills	8/27/96 - 8/30/96	varies 2 hrs./day	Wheaton	C. Kolbe	9

Class	Date	Time	Location	Instructor	No. Participants
New Hire Place Value	9/10/96	3:15 - 4:15 p.m.	1 N. State	L. Olivi	5
New Hire Number Skills	9/10/96 - 9/13/96	varies 2 hrs./day	1 N. State	L. Olivi	5
Reading Outlines	10/22/96 - 10/25/96	9 - 11 a.m.	525 Monroe	L. Olivi	12
ESL Oral Communication	10/29/96 - 12/3/96 Tues.	5 - 7 p.m.	Wheaton	K. Fuist	4

FIRST CHICAGO NBD COURSES
NOVEMBER 1, 1996 – MARCH 31, 1998

Class	Date	Time	Location	Instructor	No. Participants
Reading Outlines	11/4/96 - 11/7/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	13
Reading Outlines	11/19/96 - 11/22/96	9 - 11 a.m.	525 Monroe	L. Olivi	6
Number Skills	2/25/97 - 2/28/97	3 - 5 p.m.	Mt. Prospect	L. Olivi	12
Number Skills	2/24/97, 2/25/97, 2/27/97, 2/28/97	5:30 - 7:30 p.m.	Mt. Prospect	L. Olivi	11
What's Your Message?	3/5/97 - 4/16/97 Wed.	7:45 - 9:15 a.m.	300 S. Riverside	L. Olivi	8
What's Your Message?	3/6/97 - 4/10/97 & 4/21/97	2:30 - 4:00 p.m.	300 S. Riverside	L. Olivi	13
New Hire Place Value	4/8/97	6:30 - 7:30 p.m.	Wheaton	L. Olivi	7
New Hire Number Skills	4/8/97 - 4/11/97	varies 2hrs./day	Wheaton	L. Olivi	7
Reading Outlines	6/30/97 – 7/3/97	8:30 – 10:30 a.m.	525 Monroe	C. Kolbe	9
Number Skills	6/30/97 – 7/3/97	10:45 a.m. – 12:45 p.m.	525 Monroe	C. Kolbe	9
Number Skills	6/30/97 – 7/3/97	10:45 a.m. – 12:45 p.m.	525 Monroe	K. Ainis	6
Unlocking Lockbox	8/12/97 – 8/14/97	9 – 11:30 a.m.	525 Monroe	L. Mrowicki	12
How Are They Performing?	8/12/97 – 8/15/97	1 – 3 p.m.	525 Monroe	L. Olivi	6
Unlocking Lockbox	8/19/97, 8/21/97, 8/22/97	9 – 11:30 a.m.	525 Monroe	L. Mrowicki/ L. Olivi	12
Unlocking Lockbox	8/19/97, 8/21/97, 8/22/97	2:30 – 5 p.m.	525 Monroe	L. Mrowicki/ L. Olivi	12

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	8/26/97 – 8/29/97	9 – 11 a.m.	525 Monroe	L. Olivi	7
Unlocking Lockbox	8/27/97 – 8/29/97	2:30 – 5 p.m.	525 Monroe	L. Olivi	11
Unlocking Lockbox	9/13/97 – 9/14/97	8 a.m. - noon	525 Monroe	L. Olivi/P. McDonald	11
How Are We Performing?	9/16/97 – 9/19/97	10 a.m. - noon	300 S. Riverside	L. Olivi	12
How Are They Performing?	9/16/97 – 9/19/97	1 – 3 p.m.	300 S. Riverside	L. Olivi	8
How Are We Performing?	9/23/97 – 9/26/97	10 a.m. - noon	300 S. Riverside	L. Olivi	11
How Are We Performing?	9/23/97 – 9/26/97	1 – 3 p.m.	300 S. Riverside	L. Olivi	12
Unlocking Lockbox	10/4/97 & 10/5/97	8:30 a.m. – 12:30 p.m.	525 Monroe	L. Olivi/P. Mc Donald	9
How Are They Performing?	10/7/97 – 10/10/97	9 – 11 a.m.	525 Monroe	L. Kelly	8
How Are We Performing?	10/7/97 – 10/10/97	4 – 6 p.m.	525 Monroe	L. Olivi	11
How Are We Performing?	10/7/97 – 10/10/97	10 a.m. - noon	1 N. State	J. Harris	7
How Are We Performing?	10/7/97 – 10/10/97	1 – 3 p.m.	1 N. State	J. Harris	5
How Are They Performing?	10/7/97 – 10/10/97	1 – 3 p.m.	300 S. Riverside	L. Olivi	8

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	10/21/97 – 10/24/97	6 – 7:45 a.m.	525 Monroe	L. Kelly	8
How Are They Performing?	10/21/97 – 10/24/97	9 – 11 a.m.	525 Monroe	L. Kelly	6
How Are They Performing?	10/21/97 – 10/23/97	10 p.m. – 12:30 a.m.	525 Monroe	L. Mrowicki	7
How Are We Performing?	10/21/97 – 10/24/97	1:30 – 3:30 p.m.	1 FNP	L. Olivi	11
How Are We Performing?	10/21/97 – 10/24/97	1 – 3 p.m.	300 S. Riverside	J. Harris	11
How Are They Performing?	10/28/97 – 10/31/97	6 – 7:45 a.m.	525 Monroe	L. Kelly	12
How Are We Performing?	10/28/97 – 10/31/97	9 – 11 a.m.	525 Monroe	L. Kelly	12
How Are They Performing?	10/28/97 – 10/30/97	10 a.m. - noon	1 N. State	J. Harris	12
How Are We Performing?	10/28/97 – 10/30/97	1 – 3 p.m.	1 N. State	J. Harris	12
How Are They Performing?	10/28/97 – 10/30/97	7:30 – 9:30 p.m. (28th) 7 – 9:30p.m. (29th & 30th)	1 FNP	L. Olivi	7
How Are We Performing?	10/28/97 – 10/30/97	10 p.m. – 12:30 a.m.	1 FNP	L. Olivi	12

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	11/4/97 – 11/6/97	7:30 – 10 a.m.	525 Monroe	L. Kelly	9
How Are They Performing?	11/4/97 – 11/6/97	10:30 a.m. – 1 p.m.	525 Monroe	L. Kelly	9
How Are They Performing?	11/4/97 – 11/6/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	14
How Are We Performing?	11/4/97 – 11/6/97	2 – 4:30 p.m.	1 N. State	J. Harris	13
How Are We Performing?	11/4/97 – 11/6/97	9 – 11:30 a.m.	300 S. Riverside	L. Olivi	10
How Are We Performing?	11/4/97 – 11/6/97	1 – 3:30 p.m.	300 S. Riverside	L. Olivi	12
How Are We Performing?	11/4/97 – 11/6/97	7 – 9:30 p.m.	1 FNP	C. Bowie	7
How Are They Performing?	11/4/97 – 11/6/97	10 p.m. – 12:30 a.m.	1 FNP	C. Bowie	5
How Are They Performing?	11/18/97 – 11/20/97	7:30 – 10 a.m.	525 Monroe	L. Kelly	7
How Are We Performing?	11/18/97 – 11/20/97	10:30 a.m. – 1 p.m.	525 Monroe	L. Kelly	11
How Are We Performing?	11/18/97 – 11/20/97	10 p.m. – 12:30 a.m.	525 Monroe	L. Mrowicki	10
How Are We Performing?	11/18/97 – 11/20/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	14
How Are They Performing?	11/18/97 – 11/20/97	2 – 4:30 p.m.	1 N. State	J. Harris	13

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	11/18/97 – 11/20/97	1 – 3:30 p.m.	300 S. Riverside	L. Olivi	12
How Are We Performing?	11/18/97 – 11/20/97	4 – 6:30 p.m.	300 S. Riverside	L. Olivi	14
How Are They Performing?	11/18/97 – 11/20/97	7 – 9:30 p.m.	1 FNP	C. Bowie	6
How Are We Performing?	11/18/97 – 11/20/97	10 p.m. – 12:30 a.m.	1 FNP	C. Bowie	11
How Are We Performing?	12/2/97 – 12/4/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	13
How Are They Performing?	12/2/97 – 12/4/97	2 – 4:30 p.m.	1 N. State	J. Harris	6
How Are We Performing?	12/2/97 – 12/4/97	9 – 11:30 a.m.	300 S. Riverside	L. Kelly	9
How Are We Performing?	12/2/97 – 12/4/97	1 – 3:30 p.m.	1 N. State (2nd) 1 FNP (3rd & 4th)	L. Olivi	10
How Are We Performing?	12/9/97 – 12/11/97	8 – 10:30 a.m.	525 Monroe	L. Kelly	8
How Are They Performing?	12/9/97 – 12/11/97	11 a.m. – 1:30 p.m.	525 Monroe	L. Kelly	5
How Are They Performing?	12/9/97 – 12/11/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	6
How Are We Performing?	12/9/97 – 12/11/97	2 – 4:30 p.m.	1 N. State	J. Harris	12
How Are We Performing?	12/9/97 – 12/11/97	Midnt – 2:30 a.m.	1 FNP	N. Maynard	9

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	12/16/97 – 12/18/97	8 – 10:30 a.m.	525 Monroe	L. Kelly	9
How Are We Performing?	12/16/97 – 12/18/97	11 a.m. – 1:30 p.m.	525 Monroe	L. Kelly	6
How Are We Performing?	12/16/97 – 12/18/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	12
How Are They Performing?	12/16/97 – 12/18/97	2 – 4:30 p.m.	1 N. State	J. Harris	15
How Are We Performing?	12/16/97 – 12/18/97	7 – 9:30 p.m.	1 FNP	J. Smith	5
How Are We Performing?	12/16/97 – 12/18/97	10 p.m. – 12:30 a.m.	1 FNP	P. Easter	6
How Are We Performing?	1/12/98, 1/13/98, 1/15/98	9 – 11:30 a.m.	Elgin	L. Olivi	54
How Are We Performing?	1/12/98, 1/13/98, 1/15/98	1 – 3:30 p.m.	Elgin	L. Olivi	36
How Are We Performing?	1/12/98, 1/13/98, 1/15/98	7:30 – 10 p.m.	Elgin	L. Olivi	22
How Are We Performing?	1/13/98 – 1/15/98	10 p.m. – 12:30 a.m.	1 FNP	N. Maynard	7
How Are We Performing?	1/14/98 – 1/16/98	1 – 3:30 a.m.	1 FNP	N. Maynard	11
How Are We Performing?	1/27/98 – 1/29/98	10 a.m. – 12:30 p.m.	Elgin	L. Olivi	56

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	2/3/98 – 2/5/98	9 – 11:30 a.m.	Dev. Ctr.	L. Olivi	17
How Are They Performing?	2/7/98	8 a.m. – 3:30 p.m.	Security	L. Olivi	19
How Are We Performing?	2/10/98 – 2/12/98	9 – 11:30 a.m.	Elgin	L. Olivi	49
How Are We Performing?	2/10/98 – 2/12/98	1 – 3:30 p.m.	Elgin	L. Olivi	26
How Are We Performing?	2/21/98	8 a.m. – 3:30 p.m.	Security	L. Olivi	12
How Are We Performing?	2/21/98	8 a.m. – 3:30 p.m.	Security	C. Bowie	11
How Are We Performing?	2/21/98	8 a.m. – 3:30 p.m.	Security	J. Smith	10
How Are We Performing?	2/23/98	1 – 5 p.m	Elgin	L. Olivi	23
How Are They Performing?	2/24/98 – 2/26/98	9 – 11:30 a.m.	Dev. Ctr.	L. Olivi	13
How Are We Performing?	2/24/98 – 2/26/98	1 – 3:30 p.m.	Dev. Ctr.	L. Olivi	20
How Are We Performing?	2/24/98 – 2/26/98	7 – 9:30 p.m.	Elgin	L. Olivi	27

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	3/5/98	1 – 5 p.m.	Elgin	L. Olivi	32
How Are We Performing?	3/5/98	6 – 10 p.m.	Elgin	L. Olivi	16
How Are We Performing?	3/7/98	8 a.m – 3:30 p.m.	Security	L. Olivi	25
How Are We Performing?	3/7/98	8 a.m – 3:30 p.m.	Security	C. Bowie	19
How Are We Performing?	3/17/98 – 3/19/98	9 – 11:30 a.m.	Dev. Ctr.	L. Olivi	18

Appendix B: COURSE SYLLABI

Course Overview:

Listing From The Written Amount

Audience: Remittance clerks who have responsibility for proofing and processing checks

Goal: To improve speed and accuracy in identifying two-amount checks and in processing acceptable checks

Contact Hours: 5 hours

Schedule: 1.25 hours a session for 4 sessions

Competencies: At the end of this course, participants will be able to:

1. Read large numbers quickly.
2. Write numbers as written amounts.
3. List written amounts as numbers.
4. Identify parts of a check.
5. Compare two amounts on checks.
6. List from checks.

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Course Overview:

New Hire Reading

Audience: New hires in Central Operations

Goal: To prepare for the type of reading done on the job

Contact Hours: 6 hours

Schedule: 1.5 hours a session for 4 sessions

Competencies: At the end of this course, participants will be able to:

1. Read a production outline.
2. Read First Chicago product sheets.
3. Summarize facts from a product sheet.
4. Read bar and line production and quality charts.
5. Write a memo that lists key facts.
6. Listen and take notes at a staff meeting.
7. Use notes to write a summary of a staff meeting.
8. Take a phone message.
9. Skim and scan First Chicagoan.
10. Read Employee Stock Option Purchase and Savings Plan.

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Course Overview:

New Hire Math

Audience: New hires in Central Operations

Goal: To prepare for the type of math done on the job

Contact Hours: 8 hours

Schedule: 2 hours a session for 4 sessions

Competencies: At the end of this course, participants will be able to:

1. Read large numbers quickly.
2. Write numbers as written amounts.
3. List from checks.
4. Check a paycheck stub.
5. Complete a time sheet.
6. Identify missing amount or number.
7. Solve a proportion.
8. Verify amounts.
9. Identify parts of a check.
10. Compare two amounts on checks.

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Course Overview:

Problem Solving & Decision Making

Audience: Research and Adjustment Facsimile Unit clerks

Goal: To enhance problem-solving and decision-making skills

Contact Hours: 36 hours

Schedule: 2 hours a session for 18 sessions

Competencies: At the end of this course, participants will be able to:

1. Understand "problem based learning" model.
2. Ask questions to help solve a problem, make a decision, or aid understanding.
3. Systematically read and interact with Request for Research form.
4. Understand facsimile unit abbreviations.
5. Prioritize hotsheets.
6. Write a clear and effective statement of the Request for Research form about the inability to locate an item.
7. Write comments on requests on terminal.
8. Make a logical decision about what to copy when pulling checks.
9. Write a flow chart.
10. Communicate on the phone more effectively.
11. Decide when to refer a task to a team leader.

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Course Overview:

Help Desk Project

Audience: Bank Support Specialists
Goal: To enhance skills in writing log entries
Contact Hours: 24 hours
Schedule: 2 hours a session for 12 sessions
Competencies: At the end of this course, participants will be able to:

1. Analyze oral communication to isolate main ideas, significant supporting details, and the definition of key terms of users' miscellaneous retail (customer support), hardware and software problems.
2. Isolate key terms of users' descriptors to select the appropriate category of the user's problem.
3. Identify the appropriate level of detail to include in the Bank Support Specialists' written response log.
4. Demonstrate improved usage of standard English grammar and punctuation in Bank Support Specialists' written response log.
5. Provide standardized replies in the written response logs of the most common types of calls received by the Help Desk.
6. Demonstrate mastery of skimming and scanning skills to effectively access information from software manuals, training documents, Bank initiatives, phone lists, and other documents to assist users in problem resolution.

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Course Overview:

Business Writing

Audience: Community Banking Group Demand Deposit Account employees

Goal: To improve written communication skills

Contact Hours: 16 – 33 hours

Schedule: 2 –3 hours a session for 8 – 11 sessions

Competencies: At the end of this course, participants will be able to:

1. Use grammar correctly.
2. Compare and contrast professional and informal communications.
3. Write a memo.
4. Write a business letter.
5. Write a resume.
6. Write clearly and concisely.
7. Take notes.
8. Write a report.

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Course Overview:

Performance Appraisal Writing

Audience: Supervisors who have responsibility for writing performance appraisals for employees

Goal: To help identify what information is needed to write appraisals and write both self-appraisals and employee appraisals that include behavioral descriptions which are written in clear, concise, and professional language

Contact Hours: 8 - 24 hours

Schedule: 2 hours a session for 4 - 12 sessions

Competencies: At the end of this course, participants will be able to:

1. Write performance objectives.
2. Write specific, concise behavior-based examples.
3. Write a self-appraisal.
4. Think of sources and kinds of data to gather.
5. Write constructive criticism.
6. Write employee performance review.

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Course Overview:
Reading Outlines for Success

Audience: Remittance clerks who have responsibility for processing mail sent to lockboxes

Goal: To reduce the number of outline-relate errors in processing checks

Contact Hours: 8 hours

Schedule: 2 hours a session for 4 sessions

Competencies: At the end of this course, participants will be able to:

1. Scan for specific information such as lockboxes, names, and invoice numbers.
2. Sequence numbers in ascending numerical order.
3. Sort envelopes according to written procedures.
4. Define key terms on workplace documents.
5. Read an outline in order to identify acceptable and unacceptable payees.
6. Read outline instructions.

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Course Overview:

Charts & Tables

Audience: Corporate Mail Center clerks

Goal: To improve skills in interpreting data in chart and table formats

Contact Hours: 6 hours

Schedule: 2 hours a session for 3 sessions

Competencies: At the end of this course, participants will be able to:

1. Read vertical, horizontal, and multiple bar charts.
2. Construct a bar chart.
3. Read a line chart.
4. Read a circle chart.
5. Construct a circle chart.
6. Read a table.
7. Construct a table.

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Course Overview:
Math for Check Filing

Audience: Disbursement Services clerks who have responsibility for filing checks

Goal: To improve accuracy and speed in adding, subtracting, and filing by account number

Contact Hours: 6 hours

Schedule: 2 hours a session for 3 sessions

Competencies: At the end of this course, participants will be able to:

1. Add basic facts with accuracy and speed.
2. Add whole numbers to millions.
3. Subtract basic facts with accuracy and speed.
4. Subtract whole numbers to millions.
5. File by account number with accuracy and speed.
6. List things to monitor when filing checks.

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Course Overview:

ATM Balancing

Audience: ATM clerks who have responsibility for opening and balancing ATM envelopes

Goal: To enhance skills in using the 10-key calculator to balance ATM envelopes

Contact Hours: 6 hours

Schedule: 2 hours a session for 3 sessions

Competencies: At the end of this course, participants will be able to:

1. Verify amounts.
2. Add on a calculator with accuracy and speed.
3. Subtract on a calculator with accuracy and speed.
4. Identify parts of a check.
5. Identify acceptable and unacceptable checks.
6. Sort acceptable and unacceptable checks.
7. Balance ATM envelopes with accuracy and speed.
8. Identify acceptable foreign items.
9. Discuss things to monitor when balancing ATM envelopes.

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Course Overview:

Place Value

Audience: New hires in Central Operations

Goal: To review place value, reading large numbers, and writing numbers as written amounts

Contact Hours: 1 hour

Schedule: 1 hour a session for 1 session

Competencies: At the end of this course, participants will be able to:

1. Read large numbers quickly.
2. Write numbers as written amounts.

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Course Overview:

What's Your Message?

Audience: Corporate Mail Center clerks

Goal: To enhance skills in teamwork, telephone techniques, mail investigation, and sorting

Contact Hours: 10.5 hours

Schedule: 1.5 hours a session for 7 sessions

Competencies: At the end of this course, participants will be able to:

1. Scan suite numbers.
2. Sort by block number.
3. Identify problems when sorting.
4. Define team and teamwork.
5. Identify working styles.
6. Define customer and good customer service.
7. Establish a telephone greeting.
8. Determine importance of telephone skills and tone of voice.
9. Ask for information on the telephone.
10. Respond to callers' inquiries.
11. Order deadlines for mail.
12. Direct mail to appropriate person.

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Course Overview:

Unlocking Lockbox

Audience:	New hires in Remittance Banking
Goal:	To provide an overview of work in the Lockbox department
Contact Hours:	8 hours
Schedule:	2.5 – 3 hours a session for 3 sessions
Competencies:	At the end of this course, participants will be able to:

1. Scan envelopes for correct Lockbox numbers.
2. Identify parts of a check.
3. Identify incorrect or missing information on checks.
4. Compare two amounts on checks.
5. Identify parts of an outline.
6. Read an outline in order to identify acceptable and unacceptable payees.
7. Read an outline for specific information.
8. Do workup, stapling, and mailout.
9. Order the flow of work in the Lockbox department.
10. Convert 24-hour time to standard time.
11. Convert Julian date to calendar date.

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Course Overview:

How Are We Performing?

Audience: Employees in Central Operations

Goal: To enhance skills in participating in the performance management process

Contact Hours: 4 – 8 hours

Schedule: 1.5 – 4 hours a session for 1 – 4 sessions

Competencies: At the end of this course, participants will be able to:

1. List standards and objectives for their jobs.
2. Select descriptions of core competencies that apply to their jobs.
3. Write job-specific competencies for their jobs.
4. Write accomplishments for their jobs.
5. Evaluate sample performance compared to standards.
6. Evaluate sample performance compared to core competencies.
7. Evaluate job-specific competencies.
8. Write employee comments about competencies.
9. Write employee summary comments.
10. Discuss interaction between manager and employee in feedback sessions.
11. Discuss things to include in a personal development plan.

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Course Overview:

How Are They Performing?

Audience: Supervisors and managers in Central Operations

Goal: To enhance skills in participating in the performance management process

Contact Hours: 6 – 8 hours

Schedule: 1.5 – 2 hours a session for 3 – 4 sessions

Competencies: At the end of this course, participants will be able to:

1. List standards and objectives for their jobs.
2. Select descriptions of core competencies that apply to their jobs.
3. Write job-specific competencies for their jobs.
4. Select descriptions of managerial/supervisory competencies that apply to their jobs.
5. Write accomplishments for their jobs.
6. Evaluate sample performance compared to standards.
7. Evaluate sample performance compared to core competencies.
8. Evaluate job-specific competencies.
9. Evaluate managerial/supervisory competencies.
10. Write employee comments about competencies.
11. Write employee summary comments.
12. Write comments about an employee.
13. Discuss interaction between manager and employee in feedback sessions.
14. Discuss conducting feedback session.
15. Discuss things to include in a personal development plan.

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Appendix C:
EXTERNAL EVALUATOR'S REPORT BY JORIE PHILIPPI

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Basic Skills for 100% Customer Satisfaction at First Chicago Corporation

A US Department of Education
National Workplace Literacy Demonstration Project

by
First Chicago/NBD Corporation and The CENTER

External Evaluation
FINAL REPORT

Prepared by
Jorie W. Philippi
Performance Plus Learning Consultants, Inc.

June, 1998

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Introduction

Background –

The First National Bank of Chicago, Illinois, in partnership with The Workplace Education Division of THE CENTER/Community Consolidated School District #54 in Des Plaines, Illinois, was funded by a 36-month grant award from the US Department of Education to provide workplace literacy services for bank employees. The workplace basic skills program, entitled *Basic Skills for 100% Customer Satisfaction at First Chicago Corporation*, and housed on-site at various First Chicago banking facilities, operated as a national workplace literacy project demonstration from November 1, 1994 through May 31, 1998, including a 6 month no-cost extension, to determine the effectiveness of the partnership's proposed banking workplace applications of basic skills training model.

The need for this project grew from a recognition by First Chicago and THE CENTER that the pressures of economic competition have accelerated the not only the pace of change in financial institutions, but also the need for improved customer service and quality. Studies of banking industry trends pointed out the need for entry-level employees who are able to adapt to managerial, technological and organizational job changes—juxtaposed against the necessity of filling available jobs through less skilled and underutilized population groups (minorities, women, and immigrants). First Chicago/NBD Corporation operates corporate, branch, and remittance banking facilities throughout several states. According to published materials available at the onset of the demonstration project, the First Chicago National Bank employed approximately 17,000 employees. Following a merger with National Bank of Detroit in July 1995, it became the ninth largest US bank and doubled its workforce to 38,000 employees.

Preliminary assessments, was conducted prior to submitting the proposal for funding for this grant in order to identify increased basic skills requirements and to verify the existence of workplace literacy problems. This initial assessment, which included meeting with managers, interviewing workers and supervisors, reviewing workplace materials, and observing job tasks, indicated that: 1.), 100% of banking departments were involved in technological, managerial, or organizational changes requiring increased use of basic skills; and, 2.), from 50% to 70% of the total non-exempt workforce lacked the reading, writing, and math skills necessary to keep their jobs or successfully participate in training or retraining. Additionally, approximately 5% of the total non-exempt workforce were found to speak limited English and to be unable to communicate complex work demands or participate in customer interactions. Bank administrators representing training and worker education departments met with THE CENTER developers to ensure that the planned customized courses directly related to the competencies needed and responded to the needs of the targeted worker participants. To this end, the business/education agency partnership members were committed to gathering data for performing a "front-end analysis" in order to assess the basic skills needs of targeted employees. They also determined program goals, scope of course content areas, length, schedules, recruitment and implementation plans. This cooperative relationship continued throughout the funding cycle.

The developers of the program, workplace education specialists who are THE CENTER's professional staff of curriculum consultants and instructors having numerous advanced degrees and many years of experience in writing and teaching, then custom-designed, created, and delivered the instructional programs. Complete participant assessment procedures and strong, First Chicago-specific functionally contextual basic skills training programs were implemented and refined during the grant period. The First Chicago National Bank underwent a merger with the National Bank of Detroit in the midst of the funding cycle, becoming the First Chicago/NBD Corporation. This created the need for additional revisions to project goals, materials, and service delivery schedules. THE CENTER and First Chicago National Bank contracted with Performance

Plus Learning Consultants, Inc. (PPLC) to serve as a third-party evaluator throughout the project.

Purpose of the Evaluation –

The Workplace Education Division of THE CENTER has requested this third-party evaluation of their US Department of Education Workplace Literacy Demonstration Project (Grant No. V198A40238-95) to assess: 1.), the extent to which the project's goals and objectives have been accomplished, and 2.), the extent to which program development, implementation, expansion, and institutionalization proceeded as planned. Specifically, the evaluation objectives to be investigated based on the project goals and objectives published in the proposal for funding (*Proposal*, pp. 21-29; *Year Two Performance Report*, pg. 20), were:
were:

- on-going identification of the program's strengths and areas still needing any improvement throughout the life of the project;

- evidence of the establishment of a company-wide basic skills program at First Chicago Corporation;

- evidence of a plan for providing basic skills programs focusing on immediate job-specific needs which provide instruction to 300 workers in three department during year one of funding through:

  -developing a comprehensive program plan by establishing committees and an evaluation procedure

-identifying workers for participation by means of literacy audits, customized assessments, recruitment and counseling of 600 workers, and selection procedures

-providing educational services by developing, scheduling, and delivering instructor training materials, instructor in-service training, and customized curriculum materials for 30 courses

-submitting quantifiable results to the US Department of Education for review by means of randomly administering the *ETS Workplace Literacy Test*, obtaining demographic and pre-/post-test assessment data, and collecting data on the program's impact on the workplace;

- evidence of preparing workers for greater interaction and involvement within the organization, focusing on active participation in quality meetings, analyzing processes and making suggestions for improvement, knowing "how to learn" and applying that knowledge to succeed in skill training, and group problem solving, during year two of funding through:

-conducting literacy audits of employee involvement initiatives and skills needed for training

-recruiting, assessing, and counseling 600 workers

-developing customized curricula in areas of reading, writing, communicating, calculating, learning to learn, problem solving, and team decision making

-providing 30 courses with 10 participants each

-measuring the learning of 300 workers

-publishing and disseminating curriculum for Basic Skills for Employee Involvement

-collecting data on learning and impact and submitting it to the US Department of Employment; and,

- evidence of preparing workers for self-directed work teams, focusing on the basic skills needed for team interaction, goal setting, and evaluation, which include problem solving, critical thinking, and decision making, during year three of funding, through:

-conducting literacy audits of self-directed work teams and the prerequisite skills training

-recruiting, assessing, and counseling 200 workers

-developing customized curricula in the areas of reading, writing, communicating, and calculating to function in a self-directed work environment

-providing 20 courses and workshops with 10 participants each

-measuring the learning of 200 workers

-publishing and disseminating curriculum for Basic Skills for Self-Directed Work Teams

-collecting and submitting required data to the US Department of Education.

[*Proposal*, March 1994; *Year Two Performance Report*, November, 1996]

Description of Project to be Evaluated –

The *Basic Skills for 100% Customer Satisfaction at First Chicago Corporation* Workplace Literacy Project consisted of a workplace literacy training partnership between the First Chicago National Bank and THE CENTER. According to the published description of the program, the design of the project was structured to meet workers' job-specific basic skills application needs in banking through development of functionally contextual curricula based upon the results of literacy audits. On-site investigations and job analysis conducted by project staff resulted in the development of customized curricula and instructional delivery formats tailored to meet the employer/employee needs of the bank. A brief description of the program follows:

> On-site job-linked math, reading, and writing instruction, along with English as a Second Language training, was offered as individualized, small group classroom instruction, using custom-developed training modules. Project operations began on November 1, 1994 and courses were delivered through March, 1998. Classes were conducted on-site at various banking facilities, as requested. Participants numbered from 4 to 54 per session. Overall, during the funding cycle 1699 employees participated in at least one of the courses offered under the grant. One hundred ninety-seven courses were offered. Courses averaged 7.5 hours in

length, were scheduled around the clock as requested by management, and had an average of 13 participants. A total of 17,173.5 trainee hours were provided by the staff of THE CENTER. All instruction was on company release time.

An expansive list of customized curricula was developed and integrated with workplace technical training. Customized modules were built around sets of core competencies and skills, derived from the results of literacy task analyses used to identify support basic skills applications common to the performance of critical tasks in each job area. The customized instructional materials consist of print material course modules, comprised of learner handouts for approximately 8 hours of instruction broken into 2 to 4 hour sessions. Print modules include learning skill objectives stated as workplace competencies, practice exercises, and application problems. An example from *Reading Outlines for Success*, a course for employees in remittance banking operations is displayed below.

READING OUTLINES FOR SUCCESS

Description – a course designed to enhance skills in following instructions, comparing and verifying information, identifying sorted work that is out of sequence, and paying close attention to detailed instruction.

Competencies –

1. Scan for specific information, such as lockboxes, names, and invoice numbers.
2. Sequence numbers in ascending numerical order.
3. Sort envelopes according to written procedures.
4. Define key terms on workplace documents.
5. Read an outline in order to identify acceptable and unacceptable payees.
6. Read outline instructions.

Pretests, posttests, and self-rating instruments also were developed for applied banking basic skills competencies. Several lessons were delivered with computer software. All customized instruction contained work-specific examples for participants to use as vehicles in practice exercises for learning job-linked literacy skills required to perform banking tasks.

The following list illustrates the types of courses and the work-related basic skills competencies in which they provided instruction that were developed for use during the grant and made available to the external evaluator for review:

New Hire Training: Reading/Writing

- Read a production outline
- Read First Chicago product sheets
- Summarize facts about a product sheet
- Read bar and line production and quality sheets
- Write a memo which lists key facts
- Listen and take notes at a staff meeting
- Use notes to write a summary of a staff meeting
- Take a phone message
- Skim and scan First Chicagoan
- Read employee Stock Option and Purchase Plan

New Hire Curriculum: Math

- Write the place value of a digit
- Read large numbers
- Write numbers as written amounts
- Write written amounts as numbers
- List from numbers
- List from written amounts
- List from checks

- Read a paycheck stub
- Check a paycheck stub
- Convert minutes to decimal part of an hour
- Compute hours worked
- Complete a time sheet
- List from checks
- Compare numbers
- Compare amounts and numbers
- Order numbers
- Identify missing amount or number
- Write a ratio
- Solve a proportion
- Verify amounts
- Identify the parts of a check
- Compare two amounts

Research and Adjustment Input Team Curriculum

- Skims and scans advices and inquiries to locate information accurately
- Prioritizes data entry duties by following steps in a process
- Completes set-up preparation for data entry
- Makes correct decisions when separating debits and credits
- Uses alpha-numeric numbers correctly
- Summarizes input information
- Reads input data abbreviations
- Improves reading rate of advices and inquiries
- Analyzes input quality charts and graphs
- Uses listening and speaking skills to improve data entry

- Writes inter-departmental information clearly
- Reads numbers accurately in advices and inquiries
- Reads about other bank services.

Community Banking Group Demand Deposit Account Services Business Writing Curriculum

- Reviews usage
- Compares and contrasts professional and informal communications
- Writes a memo
- Writes a business letter
- Writes a resume
- Writes clearly and concisely
- Reviews note-taking skills
- Writes a report.

Community Banking Group—User Support: Help Desk Project

- Analyze oral communication to isolate main ideas, significant supporting details and the definition of key terms of users' miscellaneous retail (customer support), hardware, and software problems
- Isolate key terms of users' descriptors to select the appropriate category of the user's problem
- Identify the appropriate level of detail to include in the Banks Support Specialists' written response log
- Demonstrate improved usage of standard English grammar and punctuation in Bank Support Specialists written response log
- Provide standardized replies in the written response logs of the most common types of calls received by the Help Desk

- Demonstrate mastery of skimming and scanning skills to efficiently access information from software manuals, training documents, Bank initiatives, phone lists and other documents to assist users in problem resolution.

Listing from the Written Amount

- List from written amount on checks
- Mastery of listing techniques
- Understanding place value
- Converting written amounts to numbers
- Identifying errors in two-amount checks
- Improved accuracy and speed in data entry

Math Check Filing Curriculum for Disbursement Services

- Add basic facts with accuracy and speed
- Add whole numbers to millions
- Subtract basic facts with accuracy and speed
- Subtract whole numbers to millions
- File by account number with accuracy and speed
- List things to monitor when filing checks

Charts and Tables Curriculum for Mail Distribution

- Read vertical, horizontal, and multiple bar charts
- Construct a bar chart
- Read a line chart
- Read a circle chart
- Construct a circle chart
- Read a table

- Construct a table

Community Banking Group Research and Adjustment Facsimile Unit: Problem-Solving and Decision-Making Curriculum

- Understand problem-based learning model
- Ask questions to help solve a problem, make a decision, or aid understanding
- Systematically read and interact with Request for Research form
- Understand facsimile unit abbreviations
- Prioritize hot sheets
- Write a clear and effective statement on the Request for Research form about the inability to locate an item
- Write comments on requests on terminal
- Make a logical decision about what to copy when pulling checks
- Write a flow chart
- Communicate on the telephone more effectively
- Decide when to refer a task to a team leader

Reading Outlines for Success

- Scan for specific information, such as lockboxes, names, and invoice numbers
- Sequence numbers in ascending numerical order
- Sort envelopes according to written procedures
- Define key terms on workplace documents
- Read an outline in order to identify acceptable and unacceptable payees
- Read outline instructions.

How Are They Performing?

- Communication
- Customer service
- Diversity
- Personal responsibility
- Problem solving
- Teamwork

Unlocking the Lockbox

- Comparing/contrasting/matching numbers
- Knowing parts of a check
- Check processing—verification of completeness of information
- Reading numbers with large place values
- Matching numbers with written amounts
- Reading customer outlines (procedures specific to a company's use of lockbox services)
- Skimming and scanning customer outlines for key information
- Sorting materials received and checking for accuracy and completeness
- Assembling materials sequentially
- Recognizing acceptable "payee" variations on checks
- Understanding and accurately using 24-hour time/standard time/Julian dates
- Converting back and forth between standard time and 24-hour time.

Sample descriptions for additional courses developed and delivered under the grant include the following:

- *What's Your Message?* – a course designed to enhance participants' skills in teamwork, telephone techniques, mail investigation, and sorting.

- *Number Skills* – an interactive course designed to enhance the skills of number transfer, large number groupings, number matching, place value review, and working with twelve-digit numbers.

- *Place Value* – a brief review of place value, reading large numbers, and writing numbers as written amounts.

- *English as a Second Language Oral Communication* – a course designed to enhance participants' speaking skills, improve their accents, by practicing the sounds, stress, and intonation of English; and build their confidence in presentation skills through small group interaction.

- *Performance Appraisal Writing* – a course designed to help supervisors know what information they need to gather before they write appraisals and write both self-appraisals and employee appraisals that include behavioral descriptions which are written in clear, concise, and professional language.

- *How Are We Performing?* – a course designed to help employees write appropriate statements for self evaluation and receive and respond to verbal feedback from supervisors or managers. Uses actual sections of the appraisal form and case studies. Competencies include communication, customer service, diversity, personal responsibility, problem solving, and team work.

Staff-developed module print materials were desk-top published and laser printed with careful attention to uniformity of format, layout design, graphics, and high quality reproduction. Minimal amounts of instructor scripting were provided, allowing freedom in delivery and interpretation based on the specific needs of the group of participants and the professional discretion of each individual instructor. Course developers often functioned as instructors, so detailed directions for delivery of instruction were not needed during the funding period.

Method

Design –

The evaluation of the *Basic Skills for 100% Customer Satisfaction* Workplace Literacy Demonstration Project employed a modified version of the Context-Input-Process-Product (CIPP) model, (Stufflebeam & Guba, 1971). This method of evaluation was chosen by the evaluator as the most suitable tool for investigating the evaluation objectives, (see pages 5-8), because it examines project effectiveness through structured analysis of the cohesiveness of project goals, components, and operations, independent from comparisons to outside standards or other programs.

The CIPP model was used to analyze:

- Context (*i.e.*, the shared goals and philosophy of key personnel and participants);
- Input (*i.e.*, resources, including personnel, materials, time, and facilities);
- Process (*i.e.*, congruence of observed instructional development and delivery with project goals and research on instructional effectiveness); and,
- Product (*i.e.*, indicators of project effectiveness).

It is important to note that, due to geographical considerations, much of the on-site investigation was conducted by project staff and reported to the evaluator during regularly scheduled site visits or telephone communications with the Project Manager and Project Director across the life span of the project. Forms and procedures for use in data collection were developed by both PPLC and the project staff.

Participants –

The participants in the project were 2106 non-exempt employees (1699 unduplicated) of First Chicago/NBD Corporation. Although demographic data was collected by the partnership for submission to the US Department of Education, it was not made available to the external evaluator. Additional demographic data collection by the external evaluator was determined to be unnecessary, due to its redundant nature and potentially unproductive use of limited instructional time. The following information, submitted in the grant proposal, provides an approximate description of participant demographics:

FIRST CHICAGO/NBD NON-EXEMPT EMPLOYEES

	20% male	80% female	
25% white	65% black	5% Hispanic	5% Asian

[n = 4000 Source: *Proposal*, March, 1994]

Instruments –

Data for this evaluation were requested and gathered via post-program reports; participant surveys; structured interviews and focus groups with participants, instructors, managers, supervisors, and key program personnel; formally documented observations of instructional sessions; and, reports of instructor training. Additionally, data were gathered from detailed analysis by the evaluator of program documentation, instructional materials, and participants' work (*i.e.*, pre- and post-test scores and participants' records).

Procedure –

Following initial telephone and in-person conversations with the Project Director and Project Manager to establish evaluation objectives, the evaluator conducted the activities listed below. Eight site visits were made during the funding period:

- March 14-15, 1995;
- March 30, 1995;
- January 24-26, 1996;
- October 7-9, 1996;
- November 20, 1996;
- May 6-7, 1997;
- January 27-28, 1998;
- March 25-26, 1998.

Additionally, US Department of Education meetings for project orientation and discussion were attended on October 18-20, 1994; April 29-30, 1996; and April 28-30, 1997.

1. Development of Evaluation Data Collection Instruments:

   - Forms reviewed and/or modified for Participant Pre- and Post-Program Surveys, Instructor Interview, Participant Individual or Focus Group Interview, Classroom Observation, Trainer/Administrator Interview, and Program Administrator Interview.

   - Forms created for Performance Indicator Rating Scales with The First Chicago/NBD Corporation supervisors and managers across shifts at the facilities in which training was delivered.

2. On-site consultation with Project Director and Project Manager, Curriculum Developers, and THE CENTER and First Chicago/NBD training staffs; and with

the First Chicago/NBD Human Resources Training Coordinators and staff, concerning on-going instructional curriculum and assessment instrument development.

3. On-site interviews with First Chicago/NBD managers, supervisors, trainers, and participants.

4. On-site observations of learning activities during various cycles of instruction.

5. Off-site analysis of materials and data collected from site.

6. Communications and Operations:

- Contact throughout grant period with project via telephone conversations with Project Director, Tamara Baloun and Project Manager, Linda Mrowicki to discuss project goals, progress, evaluation activities, and preliminary findings.

- Interim Evaluation Report submitted to Project Director, April, 1996.

- Final Evaluation Report submitted to Project Director, June, 1998.

Results

Project Context:

To what extent are goals and philosophy of the project shared by key project personnel and participants?

This section of the evaluation is a comparison of the project goals and priorities as reported in project descriptions and interviews with key project personnel, including:

- Project Director;
- Project Manager;
- Project curriculum developers;
- Business partner supervisors and managers;
- Project instructors; and
- Participants.

These viewpoints about project goals were analyzed for consensus and divergence, using the following probes as guidelines for data collection and interview questions:

1. How have the goals of program instruction been defined?
2. Is there a clear written statement to which all participants, instructors, and key program personnel subscribe?
3. What beliefs about workplace literacy are promoted by the program?
4. Are those beliefs documented and accepted by those who are a part of the program?
5. Are those beliefs supported by current theory and research?
6. Is there a clear statement of program objectives that delineates how instruction is to occur at different phases of the workplace literacy program?

7. Is the workplace literacy program, as defined, compatible with the needs and characteristics of the participants and of the company it serves?

1. *.How have the goals of program instruction been defined?*

The published project goals and purposes are contained in the grant proposal and revisions submitted to the US Department of Education. They were developed cooperatively following communication between First National Bank of Chicago and THE CENTER, prior to applying for grant monies. Stated goals in the proposal were:

Goals:

- the establishment of a company-wide basic skills program at First Chicago Corporation;
- the development of a plan for providing basic skills programs focusing on immediate job-specific needs which provide instruction to 300 workers in three department during year one of funding through:

  -development of a comprehensive program plan by establishing committees and an evaluation procedure

  -identification of workers for participation by means of literacy audits, customized assessments, recruitment and counseling of 600 workers, and selection procedures

  -provision of educational services by developing, scheduling, and delivering instructor training materials, instructor in-service training, and customized curriculum materials for 30 courses

-submission of quantifiable results to the US Department of Education for review by means of randomly administering the *ETS Workplace Literacy Test*, obtaining demographic and pre-/post-test assessment data, and collecting data on the program's impact on the workplace;

- preparation of workers for greater interaction and involvement within the organization, focused on active participation in quality meetings, analysis of processes and suggestions for improvement, knowledge of "how to learn" and application of that knowledge to succeed in skill training, and group problem solving, during year two of funding through:

-conduction of literacy audits of employee involvement initiatives and skills needed for training

-recruitment, assessment, and counseling of 600 workers

-development of customized curricula in areas of reading, writing, communicating, calculating, learning to learn, problem solving, and team decision making

-provision of 30 courses with 10 participants each

-measurement of the learning of 300 workers

-publication and dissemination of curriculum for Basic Skills for Employee Involvement

-collection of data on learning and impact and submission of it to the US Department of Employment; and,

- preparation of workers for self-directed work teams, focused on the basic skills needed for team interaction, goal setting, and evaluation, which include problem solving, critical thinking, and decision making, during year three of funding, through:

  -conduction of literacy audits of self-directed work teams and the prerequisite skills training

  -recruitment, assessment and counseling of 200 workers

  -development of customized curricula in the areas of reading, writing, communicating, and calculating to function in a self-directed work environment

  -provision of 20 courses and workshops with 10 participants each

  -measurement of the learning of 200 workers

  -publication and dissemination of curriculum for Basic Skills for Self-Directed Work Teams

  -collection and submission of required data to the US Department of Education.

[*Proposal*, March 1994; *Year Two Performance Report*, November, 1996]

PPLC conducted structured interviews with key program personnel to gather goal statements. The following program personnel were interviewed:

- Tamara Baloun, Project Director, Assistant VP Non-Exempt Hiring, Training, and Recruitment, First Chicago/NBD
- Linda Mrowicki, Project Manager, THE CENTER
- Patty McDonald, Human Resource Specialist, First Chicago/NBD
- Project Curriculum Specialists
- Project Instructors
- Supervisors and Managers, First Chicago/NBD
- Project Participants

In interviews with key project personnel during the first year of project operations. the respondents provided answers that indicated complete concurrence and support for all project goals and for implementation of those specific objectives related to project operation activities. During the course of the project, the project experienced a merger of the First Chicago Corporation with National Bank of Detroit. This change resulted in subtle differences in the focus of the goals and objectives for curriculum content, delivery, and purpose.

2. *Is there a clear written statement to which all participants, instructors, and key program personnel subscribe?* The published goals of the project listed in the program proposal serve this function. Initial interviews with key program personnel evidenced that they subscribed to these goals. As the project went forward, several of its specific objectives needed to be revisited and revised, due to changes in organizational structure, training policies and needs.

3. *What beliefs about workplace literacy are promoted by the program?* Based upon the published goal statements and the responses of key project personnel, there is evidence that the following beliefs about workplace literacy were being promoted by the program:

   - program should meet needs identified by employer and employees

- use of a functional context approach in development of instruction
- outcomes measured as impact on job performance and identified job needs

4. *Are those beliefs documented and accepted by those who are a part of the program?* Based on documentation and observation of program activities, there is evidence that the program beliefs listed under question 3. above are accepted by those who are a part of the program staff. Additional data was collected throughout the program to determine participant beliefs and their acceptance of program beliefs. The average ranking of the courses by participants was 4.5 out of a possible 5.0, or "very good;" 96% reported that they would recommend the program to coworkers or staff and 90% expressed the desire to take another similar course. (Please see Product topic in this section for a more detailed description.)

5. *Are those beliefs supported by current theory and research?* The program beliefs are supported by current cognitive psychology and learning theories and research, indicating that transfer of learning from training situations to job performance is greatest when training context most nearly matches that of actual job situations. This program uses the results of literacy task analyses as the context in which targeted skills for instruction are embedded, thereby allowing participants to experience skill learning and practice in job context, and thus promote greatest impact of training on subsequent job performance.

   The program content and instructional objectives initially stemmed directly from information gathered from literacy audits and job task observations by THE CENTER staff. The performance indicators identified by the First Chicago/NBD staff with assistance from PPLC during the first year, and used as guidelines for analyzing post-program data and structured interview questions, indicated upon analysis that the instruction produced for use during all three years of the project was directly related to those cognitive strategies and skills necessary for performance of critical banking job tasks.

6. *Is there a clear statement of program objectives that delineates how instruction is to occur at different phases of the workplace literacy program?* Program instructions delineating how instruction is to occur at different phases of the project were clearly outlined in the project proposal, with steps, activities, and objectives listed for each year of planned program operations.

7. *Is the workplace literacy program, as defined, compatible with the needs and characteristics of the participants and of the company it serves?* The goal statements collected from company personnel and the information gathered from focus group sessions held with company employees throughout project operations are reflected in the curriculum materials that were developed. Company reactions to these programs were very positive and indicate acceptance and approval of both the content and format of instructional materials in correspondence with company program goals. Performance appraisal curriculum (*How Are They Performing, How Are We Performing?*) focused on evaluating behavior, decision-making, and writing skills was developed in direct response to First Chicago/NBD's need for system-wide consistency in appraising employee performance and in employee self-appraisal at all affiliates following their merger.

Project curriculum developers and trainers were interviewed individually during one or more of the site visits throughout the entire demonstration period. The goals expressed during project start-up and throughout project operations centered around providing bank employees with tools that would enable them to gain competence in critical tasks required for job performance and job retention. One developer commented on the importance of having an impact on participants' self-perceptions and empowering employees to cope with a changing work environment. When interviewed, curriculum developers and trainers frequently commented on the importance of NOT teaching the content of the job and *what* to do, but rather on placing the emphasis on the mental steps involved in *how* to do.

Eleven First Chicago/NBD supervisors of non-exempt employees were interviewed in focus groups at various facilities during the March and May, 1995 site visits. Each group identified new-hire attributes and specific observable behaviors that could serve as performance indicators for measuring the impact of the project training on job performance. The supervisors who participated in the focus groups suggested the following attributes as those of highly competent banking employees:

- following directions
- being motivated
- thinking on one's own
- using analytical skills
- being organized
- having the ability to prioritize
- taking constructive criticism
- demonstrating a positive work ethic/ taking the job seriously
- showing open-mindedness; taking change as a challenge
- using team member skills
- showing willingness to learn about the job and do it
- having comprehension skills
- displaying accuracy and thoroughness in work
- accepting challenges
- exhibiting confidence and empoweredness
- exhibiting pleasantness
- being knowledgeable
- using decision-making skills and common sense
- having effective communication skills
- showing loyalty
- being self-caring

For each attribute, the supervisors then identified specific behaviors to create "snapshots" of highly competent and less than competent workers, to create lists with which employees could be compared and rated before and after training with the *Basic Skills for*

100% Customer Satisfaction workplace literacy program. The observable behaviors they selected for the attribute of Using Analytical Skills are listed below as an example:

Highly Competent First Chicago Employee	**Less than Competent First Chicago Employee**
• Receives directions or a problem and proceeds to next step independently. • Demonstrates ability to learn from own and coworkers' experiences. • Relays errors to correct department(s) to satisfy reasons for requests and lets customers know. • Demonstrates knowledge of positions things go into to make them work. • Can access information or screens needed through knowledge of system, codes, and sequences of numbers. • Displays appropriate usage of banking document knowledge. .	• Gets to a difficult step and stops working. • Reacts to problems by sitting and waiting for help, repeatedly asking supervisor/manager, or talking to friends. • Only performs specific actions as directed; rarely takes action on own. • Sits and waits for more work to be delivered; does not proceed to next case independently. • Responds to copy requests inaccurately or incompletely. • Always adopts an "I'm still in training" mode; takes no responsibility for actions or work.

The attributes listed each represent non-exempt bank employee qualities commonly valued by supervisors from those departments participating in the training. The lists each group of supervisors generated were then compared with the *Basic Skills for 100% Customer Satisfaction* curriculum to determine which performance indicators the supervisors listed as goals for employee behaviors on the job correlated with those of the training program. Although not necessarily taught directly during program instruction, the basic skills applications that were taught are, in fact, imbedded in the competent performance of the behaviors that demonstrate the attributes. For this reason, the performance indicators listed by the First Chicago supervisors are valid measures of the transfer of learning from program instruction to job performance. Sample copies of the instruments developed are contained in the Appendices.

PPLC collected and analyzed goal statements from the project director, managers, trainers, curriculum developers, supervisors, and participants. For a discussion of areas of convergence and divergence, please see the evaluation section, "Summary of Results," under Discussion. PPLC next investigated the input of resources to the project, which is addressed in the next section of the evaluation.

Project Input:

What resources were available to the project during development and implementation and to what extent were they used effectively?

This section of the evaluation addresses major resources of the project. It includes program instructional materials, design and appropriateness for the targeted participant population; key personnel qualifications and the match between published project duties; and facilities. It also examines the content and processes used for instructor training. The data presented in this section were analyzed for strengths and weaknesses, using the following probes to guide the investigation interview questions and data collection:

1. Are the workplace literacy program materials consistent with its stated philosophy and goals?
2. Are adequate materials available for all phases of the workplace literacy program?
3. Do the workplace literacy materials and instructional techniques accommodate the literacy levels of the program participants?
4. Are instructors adequately trained to implement all phases of the workplace literacy program?
5. Are effective support services readily available to participants who need them?
6. Is the learning facility planned and equipped to support the workplace literacy program?
7. Is the workplace literacy program record-keeping system complete, simple, and efficient?

1. ***Are the workplace literacy program materials consistent with its stated philosophy and goals?*** The instructional materials for *Basic Skills for 100% Customer Satisfaction* were designed for use with the US Department of Education National Workplace Literacy Demonstration Project at First Chicago/NBD Corporation after developers conducted extensive literacy task analyses of non-exempt banking employee tasks and new hire job tasks at the beginning of the funding period and during year one. The curriculum developers from THE CENTER toured each of the

pertinent First Chicago operations/departments, interviewed supervisory and administrative personnel, interviewed and observed employees as they performed job tasks, and documented their results in report format. The developers also collected job materials used by banking workers to perform the critical tasks which were observed and carefully reviewed existing training materials for these workers. Sample documentation of the literacy task analysis was made available and program developers spoke knowledgeably about the procedures they had used for interviewing and observing workers, supervisory and managerial personnel, and First Chicago trainers. They also explained in detail their methodology for analyzing materials to determine basic skills applications used in bank employee job task performance.

Based on discussions with First Chicago trainers and managers, the First Chicago project liaison for Human Resources, and the Project Director, the choice of basic skills applications contained in instructional content and objectives *Basic Skills for 100% Customer Satisfaction* was that identified as necessary to support participants' performance of targeted job tasks and procedures.

Review of the curriculum revealed numerous job scenarios and examples taken from First Chicago banking operations situations that corresponded with the objectives of existing First Chicago training for these job groupings of new hires. Instructional materials and the workplace examples they contained were reproduced at a high level of quality and were up to date. The workplace materials, such as assignment sheets and policies, were selected to be representative formats with a high degree of similarity (in information contained or requested) to those used at the banking facilities. Because the employee job materials are a "given" at any First Chicago facility or operations department, they were not analyzed for reading difficulty (grade) levels. Rather, the developers chose to provide instruction in the cognitive strategies that enable applying basic skills to operations with specific formats for certain functions, (*i.e.*, translating customer lockbox outline abbreviations or prioritizing multiple tasks by time order and recognizing cause-effect relationships). This functionally contextual approach enabled participants to validate and build on prior experiences while focusing on improvement of transferable cognitive strategies. This allowed incumbent participating workers and new hires to apply basic skills application processes to appropriate job tasks through *schema*, or experiential memory classification and recall. Pre-tests and post-tests were used, as well as participant pre/post self-rating surveys, to determine levels of gains in mastery of the competencies for each course.

2. *Are adequate materials available for all phases of the workplace literacy program?* Materials have been developed during each year of the project. All materials appeared to be adequate and appropriately designed in the areas of time, level of difficulty, and media used for the purposes and context in which they are used. Comments from participants and supervisors indicated that the courses appeared to be presented in an adequate amount of time for content to be processed and absorbed. Self-ratings and pre/post test scores show average gains of 26%, with a pre-score /self-assessment rating mode (*i.e.*, most commonly achieved score/rating) of 54% and a post score/rating of 86%, which indicate appropriateness of the difficulty level for these materials.

   The schedule for curriculum development for the courses of instruction called for components to be prepared and field tested incrementally across the life span of the funding period. None of the curriculum writers mentioned difficulty in adhering to the time lines for deliverables.

3. *Do the workplace literacy materials and instructional techniques accommodate the literacy levels of the program participants?* Although literacy levels of participants were not formally measured by the external evaluator, examination of the materials indicated that they were written/spoken at an intermediate level of literacy. Observation of participants courses identified no participant having difficulty or appearing bored. This would indicate that the level of instruction is appropriate for the targeted participants.

   When asked about the strengths and weaknesses of instructional materials, the majority of the participants responding thought the content reinforced the skills they needed. Program participants who completed post-program surveys ranked program materials and procedures positively at an average rating of 92% out of a possible 100%, in response to questions such as:

- Were the goals of the course clear?
- Were the visual exercises helpful?
- Was the booklet helpful?
- Were instructor explanations sufficient?
- Can you apply these techniques at work?
- Will you use the techniques taught ?
- Were discussions of problem areas helpful?
- Was the course directed toward daily work activities?

4. *Are instructors adequately trained to implement all phases of the workplace literacy program?* Developers were seasoned teachers and trainers with expertise and years of experience in adult basic education, higher education, assistance to public agencies, and public program management. The CENTER developers had previous experience with creating functional context workplace materials and all had curriculum development experience. The project director, Tamara Baloun, has extensive experience in administering training programs for instructors working with adults in public agency and private sector endeavors. The project manager, Linda Mrowicki, has extensive experience in supervision of development and delivery of basic skills and human resource development training program and in managing federal, state, and local grants.

The curriculum developers and project manager served as instructors during the pilot phases of instruction conducted throughout program operations. Because of their intimate involvement with the development and refinement of instructional activities, staff training was unnecessary for implementing program instruction. As project instructional activities increased and personnel turnover occurred, however, regular in-service sessions were provided to prepare personnel for continuing with curriculum development and/or delivery in accordance with the philosophy and stipulations contained in the project proposal.

Limited instructor scripted guidelines were developed and provided to instructors and trainers for some of the courses of instruction, providing uniformly formatted directions for preparation and delivery of content. Each module contained a summary and goal statement explaining the use of the applied skills in the workplace or workplace training; a list of competencies; and an overview of training materials and delivery.

The CENTER staff involved First Chicago trainers in field tests and pilots of the curriculum modules whenever possible. Following delivery of training, the First Chicago trainers or administrators often sat with the program developers and provided constructive feedback on the materials and activities.

5. *Are effective support services readily available to participants who need them?* The CENTER and First Chicago provide counseling to program trainees as needed. The workplace literacy course instructors are well-versed in referrals to community-based tutoring programs, if participants demonstrate a need for such services.

6. *Is the learning facility planned and equipped to support the workplace literacy program?* The learning spaces provided in various banking locations in which program classes were observed being conducted are the same one used by First Cheiago for job training. All were well-lit with adequate seating, tables, and resources (*e.g.*, VCR and monitor, boards, instructor desk, etc.) for conducting planned workplace literacy training activities. When asked during on-site visits, *"What is your assessment of the facilities in terms of supporting your learning or making it more difficult?"* instructors reported that the facilities were "exceptionally good for instruction" and met their needs.

7. *Is the workplace literacy program record-keeping system complete, simple, and efficient?* The record-keeping system changed in format and scope numerous times throughout the project. Initially somewhat complex, it required project staff to enter information into a computerized application, then mail the information to the agent for the US Department of Education for analysis. There were frequent difficulties

and bugs reported by staff needing to use this system. Information collected did not address local formative evaluation information needs, but consumed much time during instructional periods and in office man-hours. This data collection, albeit insufficient in content and output, supplanted the usual data collection required by the external evaluator as well as instructor and staff typical workplace literacy record-keeping because of the burdens it imposed on the project staff's time. During year two of project operations, the US Department of Education ceased requesting this computerized data from project sites. During the same period of time, the Project Director noted that the bank had undergone a major merger with another financial institution, resulting in a tremendous amount of restructuring and reorganization in training schedules. For this reason, the external evaluation data collection instruments were abbreviated to comply with revised instructional (and data collection) time lines. For the remainder of the project, in-house pre-/post-surveys were used to collect data from participants.

For a discussion of strengths and weaknesses of available project resources and the effectiveness of their use, see "Summary of Results" under Discussion section of the evaluation. The next section of this evaluation examines the process of project delivery.

Project Process:

> *To what extent were program operations, development and observed instruction congruent with project goals and research on instructional effectiveness?*

This portion of the evaluation report examines program operations, development, observed instruction, and daily activities to determine their level of congruence with project goals and current research on effective workplace literacy, using the following probes to guide interview questions, data collection, and data analyses:

1. Are current records of routine program activities in the workplace literacy program maintained and do these activities reflect stated goals?
2. What are each participant's current progress, instructional activities, and learning needs?
3. Are the workplace literacy program instructional decisions and activities generally consistent among instructors who have similar responsibilities or who serve the needs of similar participants?
4. Are participants in the workplace literacy program making the progress that was anticipated? How is this determined?
5. How much time is spent in instruction with workplace literacy program participants in whole group, small group, individual formats?
6. Are the workplace literacy resources planned for use actually being used?
7. Is there a need for additional resources not initially planned for?

1. *Are current records of routine program activities in the workplace literacy program maintained and do these activities reflect stated goals?* Records of routine program activities include attendance and pre- and post-test course test scores. As stated above (Input, Point 7.) the federally mandated computerized record-keeping system used initially to record data proved to be inadequate and flawed. Other program records, entered into databases by project staff were kept on file for local access and for review by the external evaluator. Copies of those documents received by the evaluator for review included attendance records, end of course reports with brief instructor comments, and copies of presentation overheads used in dissemination sessions. Attendance records documented numbers participants and numbers of sessions attended. End of course reports detailed dates, times, locations, course overview, personnel involved, numbers of participants, pre/post scores or ratings, and brief descriptions of events. Copies of numerous end of course reports and samples of federal reporting documents were sent to the external evaluator for review.

The project partners, represented by the Project Director from First Chicago and the Project Manager from THE CENTER, met frequently during the first few months of operations, then bi-monthly or monthly, with other key project personnel, depending on issues to be addressed and availability of representatives from each of the partnering agencies Additional meetings were held with THE CENTER staff and First Chicago managers, supervisors or workers to address specific topics, such as instructional implementation and scheduling within a facility. . No minutes of such meetings were available for review by the external evaluator.

2. *What are each participant's current progress, instructional activities, and learning needs?* From the electronic records kept during the first half of project operations, it was possible to determine only the title of the course in which a participant was enrolled, the dates of offering, the location, the names of the trainers, the number of learners, the number of sessions offered and attended, and whether or not the course was completed by the participant. Data to inform program personnel about each participant's current progress in mastering materials taught, in instructional activities, or identify ongoing learning needs was reported by instructors in their end of course reports. Pre- and post-course assessments completed by participants in many courses allowed participants to rate themselves on their progress in mastering concepts taught. Other curriculum modules each contained competency-based instruments that were administered as

pre-tests and post-tests. Multiple versions of some courses were used during project operations as they were revised to meet changing needs of the business partner.

3. *Are the workplace literacy program instructional decisions and activities generally consistent among instructors who have similar responsibilities or who serve the needs of similar participants?* Initially, the curriculum developers and Project Manager served as instructors during the pilot phase of instruction. Pilots were conducted from fully developed, uniformly formatted instructor guidelines and participant materials, which were revised based on feedback from participants and the First Chicago staff. Even with the bank merger that occurred mid-project and expansion following piloting of curricula, the professional packaging of the instructional activities and the decisions related to their delivery facilitated consistency of delivery throughout the project.

4. *Are participants in the workplace literacy program making the progress that was anticipated? How is this determined?* A thorough analysis of job competencies was provided by the partnering agencies prior to the onset of each phase of training development. In addition, THE CENTER conducted a rigorous front-end analysis of job tasks and the literacy skills that support their performance. THE CENTER also studied existing First Chicago training courses in depth to ensure that the new *Basic Skills for 100% Customer Satisfaction* program would enhance and integrate with currently available training. The participants completed competency-based assessments or self-ratings before and after each course. Course developers and instructors carefully analyzed these results to determine the extent to which stated instructional objectives were being covered and met. Please see point 2 above for additional detail on instruments.

5. *How much time is spent in instruction with workplace literacy program participants in whole group, small group, individual formats?* Courses ranged in length from 4 to 24 hours, with an average length of 7.5 hours. Most class sessions were 1.5 to 2 hours in duration. Participants were non-exempt employees, some new to the job, some incumbent. The nature of instruction and

types of learning activities were determined through observation, as well as curriculum materials review and interviews with developers and participants. Observation, participant report, and developer report indicated that for most courses approximately 40% of instructional time was spent working as a whole group, 25% in small groups or pairs, and 35% working independently. Records from instructional session observations by the evaluator indicated an average of 12% of instructional time in these modules was spent in one-on-one instruction with participants. These breakdowns compare favorably with an ideal of less than 50% "teacher-talk" or whole group lecture during any one instructional session (Goodlad). On-site interviews and observations of The First Chicago/CENTER training sessions occurred four times during project operations. A sample of observation documentation follow on the next few pages:

Sample Site Visit Observation Notes

March 15, 1995:
Observation time: 2:40 p.m.-3:05 p.m.

Location: First Chicago National Bank
Content: Math Refresher Course—New Hire training, week 2
Participants: 4 Caucasian females, 5 Black females, 2 Caucasian males, 1 Black male
Instructor: Lynn Olivi

Environment: Class held in bank training facility. Large, well lit room with phone, clock, white board at front. Overhead projector and four flip charts at side of room. Two doors at front of room. Six tables arranged classroom style with two participants per table. Ten-key adding machines tables with participants. Instructor at front of room or circulating among participants.

Time	Instructor Activities	Participant Activities
1440	Puts example on whiteboard, using number of males and females in class that day: M/W=3/9=1/3 Does two additional examples on white board to demonstrate proportion. Instructor responds to P2, "also a fraction, but in ratio, we say " 1 to 3"	Side comments by P1, P2 in rear of room. P2 asks instructor, "Isn't 1/3 'one third'?
1445	Distributes 2-page handout to group. Asks group to assist by providing information for working examples from handout on white board.	P3, P4, P1 respond to questions about handout and provide information orally to instructor. [*continued on next page*]

Time	Instructor Activities	Participant Activities
1450	Directs group to work independently to complete proportions exercise items. Circulates among participants as they work. Jump-starts P5 and P2.	All Ps work independently on handout exercises.
1456	Reviews handout items aloud with whole group. Puts several items on white board to explain. Responds to P1 question and reworks item on white board again. Directs Ps to finish any remaining uncompleted items for homework and reminds them that ratio and proportion will be on the posttest.	Ps respond. P1 asks question about items on handout. Ps put away handouts.
1501	Begins activity on listing. Tells Ps to take out materials and prepare for timed exercise on entering information from a batch of 25 practice checks. Explains use of answer sheet to check errors and timing procedure.	P5 comments that "I still mess up with setting up proportions." Ps all prepare to run ten-key machines to do listing exercise.
1505	Begins timing for listing exercise.	Ps, working independently, begin entering batches of checks on ten-key machines.

Participant engaged times during observations were quite high. Most participants appeared to want to learn, seemed to enjoy moving through the instructional units, and spent 87% to 92% of time in the training room actually engaged in activities and exercises. The program participant engaged time and interaction with instructors compares well with engaged times of 40%-50% reported for observations of high school classrooms (Mikulecky). Adult learners in the *Basic Skills for 100% Customer Satisfaction* program came to sessions ready to work and managed twice as much effort per hour as adolescents manage in school rooms.

6. *Are the workplace literacy resources planned for use actually being used?* In each class observed, the participants were utilizing the materials provided, and instructors were varying the techniques with which they presented instruction. The quality of instruction provided by the training materials has been discussed earlier in the Input section of this evaluation. It was, for the most part, quite high. The instructors established good rapport with the participants and, during delivery of *Basic Skills for 100% Customer Satisfaction* courses, took active roles in monitoring progress, encouraging participants, and providing explanations as necessary. Solid judgments of the quality of instructor explanations of concepts for these courses were observed during each observation. Consistency of instructor ability to explain the thought processes for the job-related basic skills applications was evident in instructional delivery throughout project operations. This coincided with the developers' intent for use of the customized training materials and with current state-of-the-art transfer of learning practices for workplace literacy, in both the military and private sectors, that result in highly effective application of instruction through training that refocuses instructional delivery practices from the teaching of memorized procedures to the teaching of cognitive strategies that enable skill transfer, *i.e.*, the modeling of thought processes (metacognition) used in applying skills to performance contexts.

7. *Is there a need for additional resources not initially planned for?* The original curriculum design called for delivery of longer courses. As the project progressed, scheduling requirements of First Chicago dictated that changes in timing and a brief instructional approach be adapted. Toward the end of project operations, THE CENTER staff began customizing and expanding course delivery to meet the needs of

branch and merger banks in locations outside of the immediate Chicago area. These adaptations added greater flexibility to meeting the training needs of the First Chicago/NBD workforce and paved the way for corporation-wide institutionalization efforts.

For a discussion of project process, please see "Summary of Results" under the Discussion section of the evaluation. Following receipt of final data in March, 1998, PPLC assessed program outcomes (or "product") to determine the degree of project effectiveness. The results are addressed in the next section.

Project Product:

To what extent are there indicators of project effectiveness?

The C.I.P.P. model enables gathering of evaluation data from more than one source to promote triangulation of results in an attempt to arrive at valid conclusions concerning project effectiveness. PPLC evaluated the *Basic Skills for 100% Customer Satisfaction* Program from three different perspectives of users:

- participant survey statements and structured interviews concerning achievement of personal learning goals and value of the course;
- analysis of participant pre-program and post-program assessment scores;
- review of documentation related to The First Chicago/NBD Corporation institutionalization and/or integration of *Basic Skills for 100% Customer Satisfaction* training as a part of ,or with, existing First Chicago/NBD Corporation training courses; and,
- review of documentation evidencing dissemination of project model and materials to other financial institutions, nation-wide.

The following set of probes was used to guide interview questions, data collection and analyses:

1. Are participants learning skill applications according to the workplace literacy program's definition of skill need for participant performance of critical job tasks?
2. Do program participants continue to use skill applications after they leave class?
3. Do program participants apply new learning to performance of critical job tasks?
4. Do program participants view the skill applications they have learned as having utility?

5. Is each participant acquiring the skill applications for critical job tasks as identified in Literacy Task Analysis at their worksites? Is progress satisfactory? Has job performance on critical tasks improved?
6. Can the company determine cost benefits derived from workplace literacy program instruction?

1. *Are participants learning skill applications according to the workplace literacy program's definition of skill need for participant performance of critical job tasks?* The first aspect of project effectiveness was determined from data collected on pre- and post-program surveys and from on-site interviews. It concerned the degree to which participants in the program were able to achieve their personal learning goals. During interviews on-site by the evaluator, most participants expressed satisfaction with the content of the *Basic Skills for 100% Customer Satisfaction* training. Frequently mentioned was the immediate usefulness of applied skills on the job.

The external evaluator observed participants learning such things as how to list from the written amount on checks and how to read customer outlines and deal with 24-hour time when performing critical remittance banking tasks. These activities directly relate to the information obtained from literacy task analyses and from First Chicago/NBD supervisors, incumbent employees, and managers about critical job tasks.

2. *Do program participants continue to use skill applications after they leave class?* In self-report appraisals of the training courses, participants completed items on the post-program survey that asked if they would use the *Basic Skills for 100% Customer Satisfaction* program skills they had learned back on the job, and if they would recommend participation to a co-worker. Ninety-eight and ninety-six percent, respectively, responded to each question positively. Responses given by participants when asked what they liked about the courses were:

Participant Comments
-Workbook included with verbal instruction

[*continued from previous page*]

-Everything!

-Phrases sentences in a shorter manner, right to the point

-Helped me understand how to write better evaluations for myself

-That I am encouraged to meet with my supervisor at least four times per year

-Suggestions for improving our writing

-Very specific in what you need

-Trainer was friendly, knowledgeable

-It gave me insight in how to write a review

-I liked everything about the course

-Great info

-Was very specific about how it was presented

-Just about everything

-I liked learning how to fill out the sheets

-Very informative

-Since this is a brand new procedure, I was pleased that we had an opportunity to attend this class

-Booklet was helpful

-The overview and booklet materials

-Very helpful in learning how to fill out the review

-Materials

-How she answered all the questions without making you feel stupid

-Doing the exercises in a group

-The review of the performance review sheets. How to fill them out

-It helped me to understand the form better

-Booklet was very helpful and I'm sure I'll refer back to it

-Helping people identify all of their accomplishments

-How to write the comments

-Explained well what is needed

-Okay

-It explained how to fill out the evaluation sheet

-Day one

[*continued from previous page*]

-Role-playing by instructor

-Nothing

-Gave some informative info

-The review is pretty self-explanatory

-It helped prepare for the review

-Gave me a sense of the FCNBD process

-Ability to now see all sides of an issue

-Learned how to talk with my supervisor openly

-New relationship with my manager

-Opened your mind to your value in your own department

-The breakdown of the review process—how we are now responsible for input

-I now have a clearer understanding of what I need to do

-I liked the discussions on how to handle difficult situations

-Explained a lot of the high tech and special language used in lockbox area

Additionally, participants were asked what they didn't like about the courses. Most responses referred to requests for timing and scheduling changes. When asked what they would add to the courses, participants responses included suggestions for more time for one-on-one discussions of issues and problem areas, video segments to illustrate interactions, and more time for writing actual self-evaluations (in response to an offering of *How are We Performing?*).

3. *Do program participants apply new learning to performance of critical job tasks?* Using the attributes and examples from the performance indicators elicited from First Chicago managers and supervisors, the results of the job literacy task analyses conducted by THE CENTER staff with First Chicago competent workers, and the learning objectives and competencies from the training modules, a structured interview was created by PPLC. This set of questions was used to ask First Chicago supervisors at seven different locations representative of corporate, branch, and remittance banking operations about their observations of

task performance by course completers currently on the job. The purpose of this questioning was to determine whether or not supervisors saw evidence of applications of training in practice on the job. The information that follows was given in response to the questions the evaluator asked:

- These classes have put my employees in the "learning mode" which is helping them cope with all the new procedures around here.
- The employee intiative in the whole evaluation process is the result of the training they've received
- The tips they received for dealing with numbers has helped them pick up speed in keying in information
- There's a tremendous reduction in encoding errors since my workers took that course. Error rate is down by about 5-10%-0-especially errors in place value
- It's helped with employee motivation
- Their attitudes about customer research and reconciling have changed for the better. They're like a team of detectives now.
- There's good recall of course content by those in my department. I see them using the skills they learned everyday now.
- We went from whining to "How can I get this resolved"
- They talk about unit goals now instead of groaning about deadlines and workloads
- There's less resistance to change around here
- Role plays in the classroom really paid off. They know the type of service they would want to receive—and they give it!
- Employee interaction increased after they took that class. Some employees are now more verbal, they initiate conversations, discuss issues, offer suggestions on their own.
- I see them assisting others more often
- They know exactly where to look for information on the customer outlines.

4. *Do program participants view the skill applications they have learned as having utility?* Participants completed items on post-program surveys that asked them to rate the program on polarized scales for overall course quality, effectiveness of materials, , instructor abilities, and whether or not they perceived their skills to have improved based on participation in *Basic Skills for 100% Customer Satisfaction* courses. The results obtained from forms received indicate that all participants rated the program above average in almost every category. See the information displayed below for details.

***Basic Skills for 100% Customer Satisfaction:* n reporting = 1476**

The course was:

5= Very good
1= very poor
Averaged participant rating: **4. 5**

The materials were:

5= Very good
1= Very poor
Averaged participant rating: **4.5**

The trainer was:

5= Very good
1= very poor
Averaged participant rating: **4.7**

My skills in [course specific competencies]:

5= Improved a lot
1= did not improve
Averaged participant rating: **4.4**

4. *Is each participant acquiring the skill applications for critical job tasks as identified in Literacy Task Analysis at their worksites? Is progress satisfactory? Has job performance on critical tasks improved?* Based on participant reaction statements and their close match with program instructional content and objectives, the pre-/post-assessment instrument gains provide evidence as to

whether or not the *Basic Skills for 100% Customer Satisfaction* was effective in helping 1, participants work toward or achieve their workplace learning goals; 2, THE CENTER program developers meet their training objectives; and 3, The First Chicago/NBD Corporation meet its training development goals. The assessments consisted of competency-based tests and self-evalution forms used for pre- and post-instruction assessment. Results of data analysis indicated that the average pre-score or self-rating percentage was 61%, with a median of 60% and a mode (most frequently achieved score) of 54%. The post score average, median, and mean were all 86%, evidencing an average increase of 25% for a resulting gain of 29%.

6. *Can the company determine cost benefits derived from workplace literacy program instruction?* The First Chicago/NBD Corporation Assistant Vice President for Non-Exempt Hiring, Training, and Recruitment has stated that she will be examining existing company records over in the months following project operations to further identify areas in which this program has had any impact on reducing costs or saving the organization money. Areas of investigation will include post-training increases in effectiveness of performance appraisals, increases in the number of quality improvement ideas submitted by employees, and reductions in costs related to remittance and mail distribution department errors. Overall, management representatives reported that they are pleased with the results and plan to continue using the training modules developed during project operations as part of their regular ongoing training activities—with or without having the outcomes of cost benefit analyses available. This, coupled with the establishment of a full time training department for Central Operations that can continue to develop department-specific, task focused training courses for far less money than the typical "$11,000 for three days" cost of external generic bank training, seems to indicate that the program products will be institutionalized.

Dissemination of Project Model and Training Program – The project director and manager shared with the external evaluator copies of overheads from presentations about the program given at national conferences for the American Association of Adult and

Continuing Education and the National Workforce Education Conference. Additionally, the project training materials and delivery guidelines were adopted for delivery at banking facilities across numerous states (Michigan, New Jersey, Illinois, etc.) following the merger.

For a discussion of program product, or outcomes, please see "Summary of Results" under the Discussion section of the evaluation report, which begins on the next page.

Discussion

Limitations of this study - There were two factors that acted as limitations on the ability of this study to draw definitive conclusions from the evaluation. The first factor was the difficulty experienced by the evaluation in collecting and obtaining some of the requested data from some of the program partners in the formats required for inclusion in the evaluation. The conduction of data collection from a distant location for the majority of the demonstration period placed excessive responsibilities on an already over-burdened local project staff. Although the staff in this project exhibited an exceptionally cooperative attitude, the unavoidable off-site monitoring functioned as a somewhat limiting factor in this evaluation in that there was a minimum of direction and no training available in using the various data collection instruments that were developed. The second, related factor was that influences external to the project resulted in modifications to the original plan to train new hires in operations with traditional 20-hour courses. This caused project development, delivery, personnel, and record-keeping processes to vary; this, although unavoidable, may have impacted somewhat on the continuity of project activities, products, and data collection.

Summary of Results - The following statements provide summary and discussion of key findings from the evaluation of project context, input, process, and product.

Context - The extent to which the goals and philosophy of the project were shared by key project personnel and participants was found to be as follows:

Areas of convergence: There was a good deal of consensus about program goals among the Project Director and Project Manager, the curriculum developers, First Chicago management and supervisors, and First Chicago training staff. All highlighted the importance of providing training in numbers skills, reading, writing, prioritizing, communication, problem-solving and decision-making skills for Central Operations banking employees and saw the *Basic Skills for 100% Customer Satisfaction* program as a means for enabling mastery of workplace applications of basic skills embedded in the context of competent performance of banking operations tasks. Supervisors identified performance indicators, *i.e.*, specific observable behaviors for the areas of job performance addressed by the program, also correlated with training objectives for the program. Participants also commented on their desire to improve these skills and on the program's relevance to accomplishing their workplace learning goals.

Areas of divergence: There was no apparent divergence from the stated goals of the grant.

Input: The availability to the project of resources during development and implementation and to what extent they were effectively used was found to be as follows:

Strengths and Weaknesses - The curriculum materials developed for the program were built from numerous contextual examples of skill applications that banking operations trainees and incumbent employees must use in the performance of critical job tasks. This curriculum enabled participants to practice skills in ways they will use them on the job. Resources for program development appeared to be adequate financially for the development, publication, and delivery of instruction. Material development time lines and on-going revisions based on First Chicago input and feedback that were incorporated across the delivery time lines for program activities might have impacted much more greatly on the stress levels of less experienced developers. Despite an "evolving" curriculum focus and coordination across agencies and facilities, deadlines were met and more than 2100 trainees and employees (almost 1700 unduplicated) received instruction during almost 200 course offerings.

Desk-top publishing the materials did not present a problem for the developers, nor did coordination of the accompanying equipment (*i.e.*, ten-key machines). Working in conjunction with the First Chicago Human Resources staff, THE CENTER developers were able to create training session situational examples. Due to the short duration of time for instruction in any one course, testing time was at a premium. The use of the self-evaluation ratings as pre- and post-assessment instruments for many courses provided a tool for measuring what was learned during the program and the degree of individual perception of mastery of concepts presented However, those courses that used self-assessment offered less objective measures of gains. Participant responses on self-appraisal scales often indicated the lack of commonly held and understood standards against which all participants were asked to measure their performance.

Content of the program curriculum was well designed, including the modeling of thought processes for applying basic skills to critical job tasks. The resulting materials created for the project contain strong lessons that offer participants opportunities to develop cognitive awareness of their thinking strategies during the application of basic skills to job tasks, and that enhance the probability of continued application of those skills learned. The scripted instructional guidelines for some courses eliminated any confusion or variations in content delivery or instructional quality and greatly facilitated the turning over of the program to First Chicago/NBD Central Operations trainers for future delivery. Those courses without scripted instructor guidelines may be more difficult to institutionalize.

Program developer qualifications and previous experience were rich and highly professional; they provided a definite enhancement to the program overall. The ability of the Project Manager, CENTER staff, and the Project Director and her First Chicago staff to weather and overcome turnover and changes in organizational structure that were beyond their control, demonstrated strong commitment of the partners to program success and a keen awareness of the teamwork required to obtain it. Regular planning meetings and communication throughout the project underscored this high level of commitment to the project by the partners.

The omission of formal train-the-trainer sessions for First Chicago/NBD trainers during program operations may prove problematic in hindering program continuity and may influence program replication that will remain true to the program's original goals and philosophical under-pinnings. On the other hand, careful attention given to the First Chicago training content and culture at the onset of the project, and constant feedback from First Chicago/NBD facilitated the "good fit" of the *Basic Skills for 100% Customer Satisfaction* program into the existing First Chicago training system.

Process: The extent to which program operations, development, and observed instruction were congruent with program goals and research on instructional effectiveness follows:

Areas of convergence and divergence - Participant engaged time was quite high and observed CNA and HHA participants spent 87%-92% of time in the training room actually participating in skill building activities. Both trainers and participants appeared motivated to take full benefit of training time and took pride in the efforts made. An example of this was evidenced during several delivery session observations, in which participants and instructors alike seemed reluctant to end the session, despite rigid time constraints. Numerous comments on participant post-surveys also indicated trainee and employee desire for additional time to spend in training courses such as these.

The quality of instruction was good overall. All of the developers and the trainers, who were observed while delivered program sessions, appeared to be engaged in "reciprocal learning" with the participants and displayed a caring attitude and willingness to assist participants achieve their goals. An ability to demonstrate the thinking processes necessary for transferable basic skills to be taught contextually in an effective manner was evidenced in some, but not all instructional delivery.

Project management, selection and recruitment of participants, and so on, were well administered and appeared to be effective, with numbers of participants matching projected levels, despite requirements to shift the focus of instruction from new hires to incumbents. Normal tension with facility and agency supervisors over release of employees to attend sessions appears to have been dealt with as it arose and kept to a minimum. Participant comments about what they needed to learn and what they actually learned were good indications that, after the program design and contents were determined, program advertisement and publicity accurately reflected content.

Frequent meetings and communication between THE CENTER and First Chicago key program personnel and active participation by all representatives of the partners demonstrated a high level of commitment and ability to work as a team. Topics addressed in the meetings allowed all partners to be kept up to date on project activities and progress and to give input into the decision-making process as options arose and were explored.

The number of pilot sessions was adequate and revisions based on feedback from these sessions were made in a timely manner. In so doing, the developers were able to create training programs that met the needs of First Chicago/NBD so that they were able to be readily incorporated into the existing organizational new hire and incumbent employee training courses. This indicates success of the project in developing a program that can be easily replicated by or incorporated into banking Central Operations in-house and friendly competitor training systems throughout the country.

Product: The impact of the program was assessed with a combination of indicators, including comments gathered from participants, comparison of pre- and post-assessment scores, interviews with supervisors/managers, and evidence of dissemination. A summary of the results follows.

Business and industry organizations normally evaluate training on four levels. Because workplace literacy programs are directly related to assisting workers attain career goals by meeting job requirements and improving performance on job tasks, it is appropriate to measure program outcomes using this yardstick:

Level 1 - Does the proposed program match with an identified organizational need? In this case, the front-end analysis conducted by THE CENTER identified organizational needs for improved Central Operations employees workplace basic skills applications. Comparison of the objectives and contents of the *Basic Skills for 100% Customer Satisfaction* training materials with these front-end literacy task analyses show that specific critical job tasks were identified and targeted. During development of materials, the partnering organizations worked as a team to produce materials that continued to match closely with organizational mission and training goals, despite organizational restructuring.

Level II - Do the participants selected for training master the content of the training program? Impressive gains from pre-/post-assessment scores, and post-program ratings by participants, compared to pre-program ratings, provide strong evidence that participants mastered the content of the *Basic Skills for 100% Customer Satisfaction* program. Post-program survey participant statements provided extensive evidence that participant goals had been worked toward or met, and that these goals coincided with the objectives of the training program. Gains on the assessment instruments also demonstrated training mastery. For data analysis purposes, the average percent of responses was calculated from individual raw score data. This enabled comparison of gains by percentage of gains, without consideration for the number of items in each course. That there are short ranges of values for the average, median and mode, and total score in both the pre-assessment or post-assessment results indicates that the assessment instruments are not skewed by one or two high or low scores.

The average percentage of gain was 29%. When compared to gains on standardized academic basic skills tests, this is comparable to a gain of three stanines, usually equated with three grade levels of improvement, within just 7.5 (average) hours of instruction. Research on the transfer of learning and on basic skills suggests that the reason for this might be use of the functionally contextual approach: 1, the closer the training task matches with the desired performance outcome, the more likely it is that positive transfer of learning will occur (Gick and Holyoak); and, 2, even a small amount of previous experience and knowledge base for the context to which the skills will apply, enables the learner to activate schema and raises the difficulty level of materials that can be comprehended by approximately 1-1.5 reading grade levels above that which would be achieved on a standardized reading test. (A complete display of assessment data can be seen in Appendix A.).

Level III - Do those participants who master training demonstrate improved job performance in areas identified as critical, to show positive transfer of learning? Comments elicited from participants indicate that their perception of their personal learning was that it would directly impact on their job performance. The ability to transfer learning from training to performance is most dependent on the trainee's ability to identify performance situations to which he or she will apply the newly acquired skills, along with opportunities to use the new skills and the motivation to do so (Bramley, 1990). Again, the use of a functionally contextual approach facilitates recognition of situations in which new skills can be applied to performance.

The supervisors of operations employees identified performance indicators and observable behaviors for measuring training transfer and program impact. Unfortunately, geographical distances and inadequate communication and leverage resulted in lack of use of these data collection tools by the supervisors of the participants. The indicators elicited do serve, however, as evidence that the tasks and skill competencies contained in the training correspond with the performance values of supervisors. That the participant scores demonstrate their mastery of the applied basic skill competencies they need to perform competently in their jobs, and that supervisors value these skills, provides an indication that, with motivation and opportunity to use their new skills, operations employees will, in fact, transfer what they have learned to their job performance.

Level IV - Does impact on performance lead to demonstrable cost benefits, i.e., money saved or generated by the positive change in employee behavior? In this case, First Chicago/NBD Corporation did not report indications of positive program impact via individual behavioral indicators, performance appraisals, or supervisor ratings before and after training participation; nor did they cross-reference these with the instructional objectives of the program. No data exists, therefore, for determining the possible cost benefits derived from employee participation in the program. During structured interview sessions with management, various indicators of improved job behaviors that would result in fewer customer problems and greater longevity of workers were identified. These could be studied with a control group design to determine possible cost benefits from the training program, both immediately following training and at three month intervals thereafter, to determine the amount of long-term gains and their retention.

When programs are underwritten by federal funding, it is viewed in a positive way to apply such monies to value-added training for an organization's workers. When an organization does not elect to invest in continued human resource development, (*i.e.*, the program), at this level of commitment beyond the funding period, it indicates that such training has not become an organizational priority. In discussions held by the evaluator with representatives from First Chicago/NBD Corporation near the conclusion of the project, the decision to institutionalize the demonstration project training modules was viewed as highly likely—especially with the formation of a new full time training department for Central Operations. This is strong evidence that the program is perceived to be one that adds value to the First Chicago/NBD Corporation.

If First Chicago/NBD is to continue offering *Basic Skills for 100% Customer Satisfaction* courses as a part of its core training for Central Operations employees, the tasks and materials will need to be updated periodically to ensure that they remain valid contextual examples of actual workplace situations and requirements. The process and design pattern for curriculum development set out by THE CENTER in its model of functionally contextual instruction provides a proven prototype that could be replicated for development of additional exercises. The training and use of in-house or external instructors to support delivery, or self-instruction of *Basic Skills for 100% Customer Satisfaction* in the future is wholly dependent upon the staffing needs of First Chicago/NBD; but the well-developed, structured, published instructor guidelines for the courses ensure the flexibility of future delivery options.

Conclusions and Recommendations

Based on the results of this evaluation, the following conclusions and recommendations concerning stated grant goals are offered.

There is strong evidence showing:

- the establishment of a company-wide basic skills program at First Chicago/NBD Corporation;
- a plan for providing basic skills programs focusing on immediate job-specific needs which provide instruction to 300 workers in three departments during year one of funding.
- preparation of workers for self-directed work teams, focusing on the basic skills needed for team interaction, goal setting, and evaluation, which include problem solving, critical thinking, and decision making during year three of funding.

There is a moderate amount of evidence indicating:

- preparation of workers for greater interaction and involvement within the organization, focusing on active participation in quality meetings, analyzing processes and making suggestions for improvement, knowing "how to learn" and applying that knowledge to succeed in skill training, and group problem solving, during year two of funding.

Recommendations:

1. Identify individual activities or responses that directly correlate with each learning objective or competency for each course. Use these to create

performance-based or written items to develop parallel versions of a testing instrument to measure levels of skill attainment resulting from training for each course lacking a competency-based pretest and posttest.

2. Develop additional performance indicators, from supervisor input, for each critical job task addressed by the training courses. Use these indicators and those created during the project (see Appendix B) to benchmark pre-training levels of performance and to measure post-training levels of performance of participants. Use this information to determine the amount of impact of training on job performance and to set performance standards for appraisals. Also use this information to modify course content, as needed, and to determine team, department, and/or facility future training needs.

Concluding Statement: After working with this project for over 3 years, it is the opinion of this evaluator that this has been one of the better U.S Department of Education Workplace Literacy demonstration projects funded to date. This conclusion is based on abundant evidence showing: 1.), the vast amount of high quality, customized functionally contextual training materials that THE CENTER staff produced in conjunction with First Chicago/NBD throughout the demonstration period; 2.), the ability of the Project Director, Project Manager and their staffs to accomplish project tasks and solve unforeseen problems through tenacity, innovation, unflagging high energy levels, and constant attention to detail; and, 3.), the pending institutionalization and ongoing enthusiastic support for the project by its organizational partner. These ingredients indicate success.

Appendix A:

Pre- and Post-Assessment Data

Questions Referenced in Data Spreadsheet:

Question #1: The course was (5) very good – (1) very poor.
Question #2: The materials were (5) very good – (1) very poor.
Question #3: The instructor was (5) very good – (1) very poor.
Question #4: My skills in the [course competencies] (5) improved a lot – (1) did not improve
Question #5: Would you recommend this course to a coworker? Yes/No
Question #6: Would you take another course similar to this one? Yes/No
Materials & Procedures:
- Goals of course clear?
- Visual exercises helpful?
- Booklet exercises helpful?
- Sufficient explanation by instructor?
- Can apply these techniques at work?
- Will use the techniques taught?
- Discussion of problem areas helpful?
- Course directed toward daily work activities?

Instructor:
- Class began on time?
- Used good teaching techniques?
- Given a chance to participate?
- Got sufficient personal attention?

General:
- More confident of abilities to [specific to competencies]?
- Enjoy course?
- Recommend to others?

FIRST CHICAGO NBD COURSES
NOVEMBER 1, 1994 - OCTOBER 31, 1995

Class	Date	Time	Location	Instructor	No. Participants
New Hire Reading	11/8/94 – 11/10/94				10
New Hire Math	11/8/94 – 11/10/94				10
New Hire Number Skills	11/17/94 – 11/15/94				10
Listing from the Written Amount	2/21/95 – 2/24/95	9 – 10 a.m.	Blooming-dale	L. Mrowicki	6
Listing from the Written Amount	2/21/95 – 2/24/95	10:30 a.m. – noon	Blooming-dale	V. Woodruff	6
Listing from the Written Amount	2/21/95 – 2/24/95	1 – 3 p.m.	Blooming-dale	L. Olivi	4
New Hire Number Skills	3/13/95 – 3/16/95	10:30 a.m. – 12:30 p.m.	1 N. State		12
New Hire Math	3/13/95 – 3/16/95	1 – 3 p.m.	1 N. State	L. Olivi	12
New Hire Reading	3/13/95 – 3/16/95	3 – 4:30 p.m.	1 N. State	L. Mrowicki	12
Number Skills	3/20/95 – 3/24/95	10 a.m. – noon		V. Woodruff	15
Number Skills	3/20/95 – 3/24/95	1 – 3 p.m.		V. Woodruff	17
New Hire Number Skills	5/2/95 – 5/5/95		1 N. State	K. Boran	9
New Hire Reading	5/2/95 – 5/5/95		1 N. State	K. Boran	9
New Hire Math	5/9/95 – 5/12/95		1 N. State	L. Olivi	9
Number Skills	6/5/95 – 6/9/95			D. Jones	12

Class	Date	Time	Location	Instructor	No. Participants
Problem Solving & Decision Making	5/8/95 – 7/24/95			K. Ainis	5
Help Desk Project	5/9/95 – 6/14/95		1 N. Dearborn	K. Boran	10
Business Writing	5/23/95 - 8/15/95		Elgin	K. Fuist	11
Performance Appraisal Writing	5/25/95 - 7/27/95		Elgin	K. Fuist	10
Business Writing	6/6/95 - 8/15/95		Elgin	K. Fuist	10
Performance Appraisal Writing	6/8/95 - 8/27/95		Elgin	K. Fuist	11
Number Skills	6/11/95 - 6/18/95		1 N. Dearborn	D. Jones	4
Number Skills	6/12/95 - 6/16/95		1 N. Dearborn	D. Jones	14
Number Skills	6/19/95 - 6/23/95		1 N. Dearborn	L. Olivi	12
Reading Outlines	6/20/95 - 6/23/95		525 Monroe	L. Mrowicki	14
New Hire Number Skills	6/20/95 - 6/26/95		1 N. State	V. Woodruff	10
New Hire Reading	6/20/95 - 6/26/95		1 N. State	G. Anderson	10
Number Skills	6/21/95 - 6/28/95			D. Jones	5
Number Skills	6/26/95 - 6/30/95			K. Ainis	13
New Hire Math	6/27/95 - 6/30/95		1 N. State	L. Olivi	10
Number Skills	7/10/95 - 7/14/95			K. Ainis	13
Charts & Tables	8/15/95 - 8/22/95		L 2	L. Olivi	11

Class	Date	Time	Location	Instructor	No. Participants
Charts & Tables	8/15/95 - 8/22/95		L 2	D. Jones	9
Charts & Tables	8/15/95 - 8/22/95		L 2	D. Jones	7
New Hire Reading	8/22/95 - 8/25/95		1 N. State	K. Boran	10
New Hire Number Skills	8/22/95 - 8/28/95		1 N. State	K. Boran	10
New Hire Math	8/29/95 - 9/1/95		1 N. State	L. Olivi	10
Number Skills	9/11/95 - 9/15/95	8 - 10 a.m.	525 Monroe	L. Olivi	9
Business Writing	9/11/95 - 11/6/95		1 N. Dearborn	V. Woodruff	12
Business Writing	9/11/95 - 11/6/95		1 N. Dearborn	V. Woodruff	9
Business Writing	9/14/95 - 11/2/95		1 N. Dearborn	V. Woodruff	14
Business Writing	9/14/95 - 11/2/95		1 N. Dearborn	V. Woodruff	16
Business Writing	9/17/95 - 11/12/95		1 N. Dearborn	V. Woodruff	5
Number Skills	9/18/95 - 9/22/95	10:30 a.m. - 12:30 p.m.	525 Monroe	L. Olivi	9
Number Skills	9/18/95 - 9/22/95	1 - 3 p.m.	525 Monroe	K. Ainis	9
Number Skills	10/2/95 - 10/6/95			K. Ainis	12
Number Skills	10/2/95 - 10/6/95			K. Ainis	13
Charts & Tables	10/17/95 - 10/24/95		L 2	D. Jones	10

Class	Date	Time	Location	Instructor	No. Participants
Listing from the Written Amount	10/18/95 - 10/21/95		Elgin	K. Fuist	4
Listing from the Written Amount	10/18/95 - 10/23/95		Elgin	K. Fuist	5
Listing from the Written Amount	10/18/95 - 10/23/95		Elgin	K. Fuist	5
Listing from the Written Amount	10/23/95 - 10/27/95		Elgin	K. Fuist	5
Listing from the Written Amount	10/23/95 - 10/27/95		Elgin	K. Fuist	4

FIRST CHICAGO NBD COURSES
NOVEMBER 1, 1995 – OCTOBER 31, 1996

Class	Date	Time	Location	Instructor	No. Participants
Reading Outlines	11/6/95 - 11/9/95		525 Monroe	L. Mrowicki	15
Number Skills	11/6/95 - 11/9/95			K. Ainis	11
Number Skills	11/6/95 - 11/9/95			K. Ainis	15
Math for Check Filing	11/8/95 - 11/10/95	1- 3 p.m.	525 Monroe	L. Olivi	6
Math for Check Filing	11/8/95 - 11/10/95	3:15 - 5:15 p.m.	525 Monroe	L. Olivi	6
Math for Check Filing	11/9/95 - 11/13/95	9 -11 a.m.	525 Monroe	L. Olivi	7
New Hire Number Skills	11/27/95 - 12/4/95		1 N. State	K. Boran	10
Listing from the Written Amount	12/5/95 - 12/8/95		1 N. State	C. Kolbe	11
Reading Outlines	1/9/96 - 1/12/96	8 - 10 a.m.	525 Monroe	L. Mrowicki	6
Reading Outlines	1/9/96 - 1/12/96	10:30 a.m. - 12:30 p.m.	525 Monroe	L. Mrowicki	6
Reading Outlines	1/9/96 - 1/12/96	1:30 - 3:30 p.m.	525 Monroe	D. Jones	6
Reading Outlines	1/29/96 - 2/1/96	9:30 - 11:30 p.m.	525 Monroe	D. Jones	14
Number Skills	2/12/96 - 2/16/96	9 - 11 a.m.	525 Monroe	C. Kolbe	5
Reading Outlines	2/27/96 - 3/1/96	8 - 10 a.m.	525 Monroe	K. Ainis	7
Reading Outlines	2/27/96 - 3/1/96	10:30 a.m. - 12:30 p.m.	525 Monroe	K. Ainis	10
Listing from the Written Amount	3/19/96 - 3/22/96	8 - 9:15 a.m.	525 Monroe	D. Jones	2

Class	Date	Time	Location	Instructor	No. Participants
Reading Outlines	3/19/96 - 3/22/96	10 a.m. - noon	525 Monroe	K. Ainis	5
Reading Outlines	3/25/96 - 3/28/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	15
Reading Outlines	4/20/96 - 4/28/96 Sat. & Sun.	1 - 3 p.m.	525 Monroe	C. Kolbe	5
Performance Appraisal Writing	4/30/96 - 6/6/96 Tu. & Th.	2 - 4 p.m.	Blooming-dale	K. Fuist	8
Number Skills	5/6/96 - 5/10/96	9 - 11 a.m.	Mt. Prospect	C. Kolbe	5
Number Skills	5/6/96 - 5/10/96	12:45 - 2:45 p.m.	Mt. Prospect	L. Olivi	7
Number Skills	5/6/96 - 5/10/96	3 - 5 p.m.	Mt. Prospect	L. Olivi	7
ESL Oral Communication	5/10/96 - 6/14/96 Fri.	10:30 a.m. - noon	1 N. State	B. Newman	6
ESL Oral Communication	5/10/96 - 6/14/96 Fri.	2 - 3:30 p.m.	525 Monroe	B. Newman	3
New Hire Place Value	5/21/96	3:15 - 4:15 p.m.	1 N. State	L. Olivi	6
New Hire Number Skills	5/21/96 - 5/24/96	varies 2 hrs./day	1 N. State	L. Olivi	6
New Hire Place Value	5/29/96	3:15 - 4:15 p.m.	1 N. State	C. Kolbe	4
New Hire Number Skills	5/29/96 - 6/3/96	varies 2 hrs./day	1 N. State	C. Kolbe	4
New Hire Place Value	6/11/96	5:45 - 6:45 p.m.	Wheaton	C. Kolbe	8
New Hire Number Skills	6/11/96 - 6/14/96	varies 2 hrs./day	Wheaton	C. Kolbe	8
Reading Outlines	6/24/96 - 6/27/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	10

Class	Date	Time	Location	Instructor	No. Participants
Listing from the Written Amount	6/25/96 - 6/28/96	1:30 - 3 p.m.	Bloomingdale	K. Fuist	9
New Hire Place Value	6/25/96	5:15 - 6:15 p.m.	Wheaton	C. Kolbe	5
New Hire Number Skills	6/25/96 - 6/28/96	varies 2 hrs./day	Wheaton	C. Kolbe	7
ATM Balancing	7/16/96 - 7/18/96	7:30 - 9:30 a.m.	L3	L. Olivi	7
ATM Balancing	7/16/96 - 7/18/96	10 a.m. - noon	L3	L. Olivi	7
ATM Balancing	7/16/96 - 7/18/96	1:15 - 3:15 p.m.	L3	A. Lovering	7
ATM Balancing	7/16/96 - 7/18/96	10 p.m. - midnight	L3	A. Lovering	6
Reading Outlines	7/22/96 - 7/25/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	17
ATM Balancing	7/23/96 - 7/25/96	10 p.m. - midnight	L3	L. Olivi	6
ATM Balancing	7/23/96 7/24/96 7/26/96	2:30 - 4:30 p.m.	L3	L. Olivi	6
ATM Balancing	7/23/96 7/24/96 7/26/96	5 - 7 p.m.	L3	L. Olivi	5
ATM Balancing	7/23/96 7/24/96 7/26/96	7:30 - 9:30 p.m.	L3	L. Olivi	6
Reading Outlines	8/19/96 - 8/22/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	13
New Hire Place Value	8/27/96	2:15 - 3:15 p.m.	Wheaton	C. Kolbe	9
New Hire Number Skills	8/27/96 - 8/30/96	varies 2 hrs./day	Wheaton	C. Kolbe	9

Class	**Date**	**Time**	**Location**	**Instructor**	**No. Participants**
New Hire Place Value	9/10/96	3:15 - 4:15 p.m.	1 N. State	L. Olivi	5
New Hire Number Skills	9/10/96 - 9/13/96	varies 2 hrs./day	1 N. State	L. Olivi	5
Reading Outlines	10/22/96 - 10/25/96	9 - 11 a.m.	525 Monroe	L. Olivi	12
ESL Oral Communication	10/29/96 - 12/3/96 Tues.	5 - 7 p.m.	Wheaton	K. Fuist	4

FIRST CHICAGO NBD COURSES
NOVEMBER 1, 1996 – MARCH 31, 1998

Class	Date	Time	Location	Instructor	No. Participants
Reading Outlines	11/4/96 - 11/7/96	9:30 - 11:30 p.m.	525 Monroe	K. Ainis	13
Reading Outlines	11/19/96 - 11/22/96	9 - 11 a.m.	525 Monroe	L. Olivi	6
Number Skills	2/25/97 - 2/28/97	3 - 5 p.m.	Mt. Prospect	L. Olivi	12
Number Skills	2/24/97, 2/25/97, 2/27/97, 2/28/97	5:30 - 7:30 p.m.	Mt. Prospect	L. Olivi	11
What's Your Message?	3/5/97 - 4/16/97 Wed.	7:45 - 9:15 a.m.	300 S. Riverside	L. Olivi	8
What's Your Message?	3/6/97 - 4/10/97 & 4/21/97	2:30 - 4:00 p.m.	300 S. Riverside	L. Olivi	13
New Hire Place Value	4/8/97	6:30 - 7:30 p.m.	Wheaton	L. Olivi	7
New Hire Number Skills	4/8/97 - 4/11/97	varies 2hrs./day	Wheaton	L. Olivi	7
Reading Outlines	6/30/97 – 7/3/97	8:30 – 10:30 a.m.	525 Monroe	C. Kolbe	9
Number Skills	6/30/97 – 7/3/97	10:45 a.m. – 12:45 p.m.	525 Monroe	C. Kolbe	9
Number Skills	6/30/97 – 7/3/97	10:45 a.m. – 12:45 p.m.	525 Monroe	K. Ainis	6
Unlocking Lockbox	8/12/97 – 8/14/97	9 – 11:30 a.m.	525 Monroe	L. Mrowicki	12
How Are They Performing?	8/12/97 – 8/15/97	1 – 3 p.m.	525 Monroe	L. Olivi	6
Unlocking Lockbox	8/19/97, 8/21/97, 8/22/97	9 – 11:30 a.m.	525 Monroe	L. Mrowicki/ L. Olivi	12
Unlocking Lockbox	8/19/97, 8/21/97, 8/22/97	2:30 – 5 p.m.	525 Monroe	L. Mrowicki/ L. Olivi	12

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	8/26/97 – 8/29/97	9 – 11 a.m.	525 Monroe	L. Olivi	7
Unlocking Lockbox	8/27/97 – 8/29/97	2:30 – 5 p.m.	525 Monroe	L. Olivi	11
Unlocking Lockbox	9/13/97 – 9/14/97	8 a.m. - noon	525 Monroe	L. Olivi/P. McDonald	11
How Are We Performing?	9/16/97 – 9/19/97	10 a.m. - noon	300 S. Riverside	L. Olivi	12
How Are They Performing?	9/16/97 – 9/19/97	1 – 3 p.m.	300 S. Riverside	L. Olivi	8
How Are We Performing?	9/23/97 – 9/26/97	10 a.m. - noon	300 S. Riverside	L. Olivi	11
How Are We Performing?	9/23/97 – 9/26/97	1 – 3 p.m.	300 S. Riverside	L. Olivi	12
Unlocking Lockbox	10/4/97 & 10/5/97	8:30 a.m. – 12:30 p.m.	525 Monroe	L. Olivi/P. Mc Donald	9
How Are They Performing?	10/7/97 – 10/10/97	9 – 11 a.m.	525 Monroe	L. Kelly	8
How Are We Performing?	10/7/97 – 10/10/97	4 – 6 p.m.	525 Monroe	L. Olivi	11
How Are We Performing?	10/7/97 – 10/10/97	10 a.m. - noon	1 N. State	J. Harris	7
How Are We Performing?	10/7/97 – 10/10/97	1 – 3 p.m.	1 N. State	J. Harris	5
How Are They Performing?	10/7/97 – 10/10/97	1 – 3 p.m.	300 S. Riverside	L. Olivi	8

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	10/21/97 – 10/24/97	6 – 7:45 a.m.	525 Monroe	L. Kelly	8
How Are They Performing?	10/21/97 – 10/24/97	9 – 11 a.m.	525 Monroe	L. Kelly	6
How Are They Performing?	10/21/97 – 10/23/97	10 p.m. – 12:30 a.m.	525 Monroe	L. Mrowicki	7
How Are We Performing?	10/21/97 – 10/24/97	1:30 – 3:30 p.m.	1 FNP	L. Olivi	11
How Are We Performing?	10/21/97 – 10/24/97	1 – 3 p.m.	300 S. Riverside	J. Harris	11
How Are They Performing?	10/28/97 – 10/31/97	6 – 7:45 a.m.	525 Monroe	L. Kelly	12
How Are We Performing?	10/28/97 – 10/31/97	9 – 11 a.m.	525 Monroe	L. Kelly	12
How Are They Performing?	10/28/97 – 10/30/97	10 a.m. - noon	1 N. State	J. Harris	12
How Are We Performing?	10/28/97 – 10/30/97	1 – 3 p.m.	1 N. State	J. Harris	12
How Are They Performing?	10/28/97 – 10/30/97	7:30 – 9:30 p.m. (28th) 7 – 9:30p.m. (29th & 30th)	1 FNP	L. Olivi	7
How Are We Performing?	10/28/97 – 10/30/97	10 p.m. – 12:30 a.m.	1 FNP	L. Olivi	12

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	11/4/97 – 11/6/97	7:30 – 10 a.m.	525 Monroe	L. Kelly	9
How Are They Performing?	11/4/97 – 11/6/97	10:30 a.m. – 1 p.m.	525 Monroe	L. Kelly	9
How Are They Performing?	11/4/97 – 11/6/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	14
How Are We Performing?	11/4/97 – 11/6/97	2 – 4:30 p.m.	1 N. State	J. Harris	13
How Are We Performing?	11/4/97 – 11/6/97	9 – 11:30 a.m.	300 S. Riverside	L. Olivi	10
How Are We Performing?	11/4/97 – 11/6/97	1 – 3:30 p.m.	300 S. Riverside	L. Olivi	12
How Are We Performing?	11/4/97 – 11/6/97	7 – 9:30 p.m.	1 FNP	C. Bowie	7
How Are They Performing?	11/4/97 – 11/6/97	10 p.m. – 12:30 a.m.	1 FNP	C. Bowie	5
How Are They Performing?	11/18/97 – 11/20/97	7:30 – 10 a.m.	525 Monroe	L. Kelly	7
How Are We Performing?	11/18/97 – 11/20/97	10:30 a.m. – 1 p.m.	525 Monroe	L. Kelly	11
How Are We Performing?	11/18/97 – 11/20/97	10 p.m. – 12:30 a.m.	525 Monroe	L. Mrowicki	10
How Are We Performing?	11/18/97 – 11/20/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	14
How Are They Performing?	11/18/97 – 11/20/97	2 – 4:30 p.m.	1 N. State	J. Harris	13

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	11/18/97 – 11/20/97	1 – 3:30 p.m.	300 S. Riverside	L. Olivi	12
How Are We Performing?	11/18/97 – 11/20/97	4 – 6:30 p.m.	300 S. Riverside	L. Olivi	14
How Are They Performing?	11/18/97 – 11/20/97	7 – 9:30 p.m.	1 FNP	C. Bowie	6
How Are We Performing?	11/18/97 – 11/20/97	10 p.m. – 12:30 a.m.	1 FNP	C. Bowie	11
How Are We Performing?	12/2/97 – 12/4/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	13
How Are They Performing?	12/2/97 – 12/4/97	2 – 4:30 p.m.	1 N. State	J. Harris	6
How Are We Performing?	12/2/97 – 12/4/97	9 – 11:30 a.m.	300 S. Riverside	L. Kelly	9
How Are We Performing?	12/2/97 – 12/4/97	1 – 3:30 p.m.	1 N. State (2nd) 1 FNP (3rd & 4th)	L. Olivi	10
How Are We Performing?	12/9/97 – 12/11/97	8 – 10:30 a.m.	525 Monroe	L. Kelly	8
How Are They Performing?	12/9/97 – 12/11/97	11 a.m. – 1:30 p.m.	525 Monroe	L. Kelly	5
How Are They Performing?	12/9/97 – 12/11/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	6
How Are We Performing?	12/9/97 – 12/11/97	2 – 4:30 p.m.	1 N. State	J. Harris	12
How Are We Performing?	12/9/97 – 12/11/97	Midnt – 2:30 a.m.	1 FNP	N. Maynard	9

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	12/16/97 – 12/18/97	8 – 10:30 a.m.	525 Monroe	L. Kelly	9
How Are We Performing?	12/16/97 – 12/18/97	11 a.m. – 1:30 p.m.	525 Monroe	L. Kelly	6
How Are We Performing?	12/16/97 – 12/18/97	10:30 a.m. – 1 p.m.	1 N. State	J. Harris	12
How Are They Performing?	12/16/97 – 12/18/97	2 – 4:30 p.m.	1 N. State	J. Harris	15
How Are We Performing?	12/16/97 – 12/18/97	7 – 9:30 p.m.	1 FNP	J. Smith	5
How Are We Performing?	12/16/97 – 12/18/97	10 p.m. – 12:30 a.m.	1 FNP	P. Easter	6
How Are We Performing?	1/12/98, 1/13/98, 1/15/98	9 – 11:30 a.m.	Elgin	L. Olivi	54
How Are We Performing?	1/12/98, 1/13/98, 1/15/98	1 – 3:30 p.m.	Elgin	L. Olivi	36
How Are We Performing?	1/12/98, 1/13/98, 1/15/98	7:30 – 10 p.m.	Elgin	L. Olivi	22
How Are We Performing?	1/13/98 – 1/15/98	10 p.m. – 12:30 a.m.	1 FNP	N. Maynard	7
How Are We Performing?	1/14/98 – 1/16/98	1 – 3:30 a.m.	1 FNP	N. Maynard	11
How Are We Performing?	1/27/98 – 1/29/98	10 a.m. – 12:30 p.m.	Elgin	L. Olivi	56

Class	Date	Time	Location	Instructor	No. Participants
How Are We Performing?	2/3/98 – 2/5/98	9 – 11:30 a.m.	Dev. Ctr.	L. Olivi	17
How Are They Performing?	2/7/98	8 a.m. – 3:30 p.m.	Security	L. Olivi	19
How Are We Performing?	2/10/98 – 2/12/98	9 – 11:30 a.m.	Elgin	L. Olivi	49
How Are We Performing?	2/10/98 – 2/12/98	1 – 3:30 p.m.	Elgin	L. Olivi	26
How Are We Performing?	2/21/98	8 a.m. – 3:30 p.m.	Security	L. Olivi	12
How Are We Performing?	2/21/98	8 a.m. – 3:30 p.m.	Security	C. Bowie	11
How Are We Performing?	2/21/98	8 a.m. – 3:30 p.m.	Security	J. Smith	10
How Are We Performing?	2/23/98	1 – 5 p.m	Elgin	L. Olivi	23
How Are They Performing?	2/24/98 – 2/26/98	9 – 11:30 a.m.	Dev. Ctr.	L. Olivi	13
How Are We Performing?	2/24/98 – 2/26/98	1 – 3:30 p.m.	Dev. Ctr.	L. Olivi	20
How Are We Performing?	2/24/98 – 2/26/98	7 – 9:30 p.m.	Elgin	L. Olivi	27

Class	**Date**	**Time**	**Location**	**Instructor**	**No. Participants**
How Are We Performing?	3/5/98	1 – 5 p.m.	Elgin	L. Olivi	32
How Are We Performing?	3/5/98	6 – 10 p.m.	Elgin	L. Olivi	16
How Are We Performing?	3/7/98	8 a.m – 3:30 p.m.	Security	L. Olivi	25
How Are We Performing?	3/7/98	8 a.m – 3:30 p.m.	Security	C. Bowie	19
How Are We Performing?	3/17/98 – 3/19/98	9 – 11:30 a.m.	Dev. Ctr.	L. Olivi	18

Appendix B:
Sample Data Forms

file copy

TO: Mary Jo Downey, Pat Gallagher, Ruth Pollack
FROM: Jorie Philippi, Performance Plus Learning Consultants, Inc.
SUBJECT: Performance Behavior Rating Scales
DATE: October 25, 1995

During our last meeting together, we worked toward identifying measurable behaviors that can be used to determine the impact of basic skills training on job performance in your areas of supervisory responsibility. As a group, some of you suggested the following behavioral categories as capabilities that competent workers exhibit to a great degree, and average and less-than-average workers to lesser degrees:

- following directions
- motivation
- thinking on one's own
- analytical skills
- organization
- ability to prioritize

You then listed the specific observable behaviors that you would rate as either outstanding or poor performance when observed in workers you supervise. The results of those lists were compiled by PPLC as first drafts of Performance Rating Scales for use as instruments for pre/post skills training program evaluation of employee participants. Next, you reviewed the draft scales and suggested revisions, which have been incorporated by PPLC.

The attached scales are the results of your collective efforts and will be used in conjunction with First Chicago's employee skill enhancement program. Thank you for your assistance with this endeavor towork with you in preparing your employees to meet the future.

Directions

1. These scales are to be used for pre/post program ratings of participants in First Chicago's employee skill enhancement program. Use one set of these scales to rate each potential employee program participant that you currently supervise.

2. Read each rating scale carefully. Circle one number at the top of the column (5, 3, or 1) which heads up the list of behaviors that most nearly describe the current, observable actions of the employee you are rating.

3. Return your completed rating scales to ______________________, by ________. You will be asked to use these scales again to rate each employee who participates in the training program after he/she completes instruction. Thanks for your help.

4.

I. Following Directions

5	3	1
Recognizes key banking terms to process customer requests accurately.	Demonstrates understanding of written directions in customer mail.	Accomplishes very few daily goals set by supervisor.
Repeats procedures correctly by recalling key words and repetitive steps.	Uses skimming and scanning skills to locate customer requests and process work quickly.	Ignores directions or goals given by supervisor.
Displays ability to accurately teach own tasks to other workers	Completes multiple-step duties and tasks correctly.	Indicates inattention to verbal directions by actions.
	Only partially completes comple x requests.	Makes errors that demonstrate lack of understanding of banking terminology.
	Displays reluctance to ask supervisor questions in order to obtain clarification for tasks.	Provides incorrect copies frequently.
		Hides inaccurate work from supervisor.
		Asks other workers for assistance instead of going to supervisor for help.

II. Motivation

5	3	1
Finishes assigned tasks and ask for more work.	Finishes assigned work daily.	Seldom finishes tasks assigned.
Looks for additional work assignments.	Demonstrates willingness to be team player.	Displays lack of commitment to customer service by consistently sloppy, poor quality work.
Requests cross-training on new tasks.	Sits quietly when tasks completed; rarely asks for more work; waits to be told what to do next.	Repeated absences and tardiness.
Volunteers to pitch in wherever needed, no matter what the task is.		Frequently returns from lunch or breaks late.
High volume worker.		Takes many breaks.
		Indicates personal displeasure with job by actions and comments

III. Thinking on One's Own

5	3	1
Contributes creative ideas for improving current processes.	Displays ability to accept mistakes and learns from them.	Always adopts an "I'm-still-in-training" mode; takes no responsibility for actions or work.
Makes decisions when needed, right or wrong.	Asks supervisor questions infrequently; instead, utilizes co-workers to obtain specific information, as needed.	Displays fearfulness about making mistakes.
Demonstrates acceptance of responsibility for own decisions and actions.		Demonstrates reluctance to take on any new task(s) without extensive training.
Takes ownership of job duties; demonstrates comfort with "empowerment."		Does not let supervisor help, even when needed.

IV. Analytical Skills

5	3	1
Receives directions or a problem and procedes to next step independently.	Responds to copy requests accurately and completely.	Gets to a difficult step and stops working.
Demonstrates ability to learn from co-workers' experiences.	Can access information or screens needed through knowledge of system, codes, and sequences of numbers.	Reacts to problems by sitting and waiting for help, repeatedly asking supervisor/manager, or talking to friends.
Relays errors to correct department(s) to satisfy reasons for requests and lets customer know.	Displays ability to go on to next options (steps) when using solving procedures.	Only performs specific actions as directed; rarely takes action on own.
Demonstrates knowledge of positions things go into to make them work.	Displays appropriate utilization of banking document knowledge.	Sits and waits for more work to be delivered; does not procede to next case independently.

V. Organization

5	3	1
Demonstrates time-consciousness; sometimes sets time goals for self.	Loses some things.	Keeps desk loaded with papers; can never find anything.
Dispenses with tasks efficiently; completes solutions independently within appropriate time limits, (e.g., 15 minutes), or requests help.	Keeps desk clean; actions and comments indicate that work "flows" smoothly throughout shift.	Loses lots of things.
Is used frequently as resource by other workers needing assistance with tasks.	Writes down many of the instructions received for future reference.	Says task is finished because can no longer find what was being worked on.
	Picks up other work easily when own work is finished early.	Displays haphazardness; seldom gets back on task when distracted.
	Covers for absent workers and completes own work as well, by balancing job tasks.	

VI. Ability to Prioritize

5	3	1
Processes high volume of work in correct order of importance.	Lets supervisor know when assistance is needed.	Puts bank at risk by outages.
Demonstrates knowledge of banking operations: for example, that finding a large amount check like $1,000,000 is more important than finding many $50 checks.	Demonstrates knowledge of what task is most critical and ability to select this from many tasks.	Always works on easy tasks or personal preferences.
Shows good judgement; not afraid to take action and assume responsibility for mistakes.		Displays reluctance to learn new information about other banks taken over and their documents.
Displays quality of being a "risk-thinker" by knowing potential outcomes and the results of choosing a wrong option.		

file copy
sent 10/25/95

TO: Constance Jackson, Sandy Stoll, Marilyn Deegan
FROM: Jorie Philippi, Performance Plus Learning Consultants, Inc.
SUBJECT: Performance Behavior Rating Scales
DATE: October 25, 1995

During our last meeting together, we worked toward identifying measurable behaviors that can be used to determine the impact of basic skills training on-job performance in your areas of supervisory responsibility. As a group, some of you suggested the following behavioral categories as capabilities that competent workers exhibit to a great degree, and average and less-than-average workers to lesser degrees:

- taking constructive criticism
- work ethic/taking job seriously
- open-mindedness/taking change as a challenge
- team member skills
- willingness to learn about job and do it
- comprehension skills
- accuracy and thoroughness

You then listed the specific observable behaviors that you would rate as either outstanding or poor performance when observed in workers you supervise. The results of those lists were compliled by PPLC as first drafts of Performance Rating Scales for use as instruments for pre/post skills training program evaluation of employee participants. Next, you reviewed the draft scales and suggested revisions, which have been incorporated by PPLC.

The attached scales are the results of your collective efforts and will be used in conjunction with First Chicago's employee skill enhancement program. Thank you for your assistance with this endeavor towork with you in preparing your employees to meet the future.

Directions

1. These scales are to be used for pre/post program ratings of participants in First Chicago's employee skill enhancement program. Use one set of these scales to rate each potential employee program participant that you currently supervise.

2. Read each rating scale carefully. Circle one number at the top of the column (5, 3, or 1) which heads up the list of behaviors that most nearly describe the current, observable actions of the employee you are rating.

3. Return your completed rating scales to ______________________, by ________. You will be asked to use these scales again to rate each employee who participates in the training program after he/she completes instruction. Thanks for your help.

4.

I. Taking Constructive Criticism

5	3	1
Indicates acceptance of assigned work by actions and comments.	Requests retraining from Team Leader.	Displays defensive behaviors when corrected.
	Asks supervisor how to fix errors.	Frequently blames others for errors. For example: asks for fingerprint work on mishandled documents.
	Displays effort to avoid repeating error-producing actions.	Produces low volume of work.
	Denies making errors.	Exhibits behaviors that indicate supervisor is perceived as "the enemy."
	Complains to co-workers about reprimands.	

II. Work Ethic/ Taking Job Seriously

5	3	1
Shows willingness to "give 110%" to the job through behaviors.	Always comes to work on scheduled days.	Is absent a lot, but always with a "good reason."
Is at work station, ready to work, at start time.	Demonstrates willingness to help by actions and comments.	Plays the "attendance game," using the maximum number of sick days as soon as they become available.

III. Open-Mindedness/ Taking Change as a Challenge

5	3	1
Displays ability to adapt to change well by positive actions and comments.	Accepts change and tries to make it work, even though he/she may not agree with it.	Exhibits resistance to change through negative actions and comments.
Exhibits enthusiasm for changes in routines.		Is unwilling to accept change as normal part of the job.

IV. Team Member Skills

5	3	1
	Requires little supervisor direction.	Needs to be given specific directions before willing to help co-worker(s).
Helps co-worker(s) who need assistance without being asked to do so by supervisor.	Reacts to rumors without checking for facts.	Reacts to supervisor requests for assistance begrudgingly.
Ignores or verifies rumors for facts before reacting to them.	Takes on additional work loads, as needed.	Works at an exaggerated slow pace on any extra work that is assigned.
		Frequently makes negative remarks about job or supervisor to co-workers while on break.

V. Willingness to Learn about Job and Do It

5	3	1
Displays desire to advance through actions and comments.	Demonstrates willingness to work on various job functions after being trained on them.	Expresses desire to perform minimal number of repetitive tasks with little or no change in procedure.
Requests cross-training.	Demonstrates lack of awareness or concern for organizational or departmental goals by actions and comments.	Displays lack of willingness to comply with all regulations.
Exhibits ability to look at whole picture, to comprehend entire operation and impact of personal performance in achieving organizational and departmental goals.		Exhibits resistance to new, department-wide changes in procedures, such as checking own work to eliminate checkers, or using batch tickets to replace header cards.

VI. Comprehension Skills

5	3	1
Exhibits understanding of department procedures and consequences of wrong actions by bringing questionable items to supervisor's attention for sign-off.	Demonstrates understanding of (key-in) outlines and instructions.	Interprets outlines incorrectly.
	Asks supervisor questions to clarify information or procedures.	Guesses at correct actions to take in new scenarios rather than asking supervisor or team leader for assistance.
		Complains that key-in instructions are too lengthy.

VII. Accuracy and Thoroughness

5	3	1
Keys in data with few mistakes.	Exhibits understanding of department procedures and consequences of wrong actions by bringing questionable items to supervisor's attention for sign-off.	Makes lots of errors in work.
Keys in data quickly.	Slows down pace of work when tired or upset.	Shows little or no improvement in speed or accuracy after 90 days or after 1 year on job.
		Usually works at very slow pace.
		Does not pay attention to task while working.

file copy
memo 10-25/95

TO: Sue Rosenkranz, Marcia Rusiecki, Donna Kobzaruk, Hernando Castano, Mary Jane Sheen
FROM: Jorie Philippi, Performance Plus Learning Consultants, Inc. Jorie
SUBJECT: Performance Behavior Rating Scales
DATE: October 25, 1995

During our last meeting together, we worked toward identifying measurable behaviors that can be used to determine the impact of basic skills training on job performance in your areas of supervisory responsibility. As a group, some of you suggested the following behavioral categories as capabilities that competent workers exhibit to a great degree, and average and less-than-average workers to lesser degrees:

- motivation/accepting challenges/ willingness
- confidence/empoweredness/ knowledge/decision-making/common sense
- communication skills/ team member skills

You then listed the specific observable behaviors that you would rate as either outstanding or poor performance when observed in workers you supervise. The results of those lists were compiled by PPLC as first drafts of Performance Rating Scales for use as instruments for pre/post skills training program evaluation of employee participants. Next, you reviewed the draft scales and suggested revisions, which have been incorporated by PPLC.

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3. Return your completed rating scales to ______________________, by ________. You will be asked to use these scales again to rate each employee who participates in the training program after he/she completes instruction. Thanks for your help.

4.

I. Motivation/ Accepting Challenges/ Willingness

5	3	1
Finishes work assigned, then asks for more work.	Completes tasks assigned; does not exceed 100% productivity.	Makes initially-assigned tasks last all day long.
Stays on task.		Stays on telephone for long periods beyond time required to complete task(s).
At start of shift, arrives at work station and begins working.		Leaves work area frequently.

II. Confidence/ Empoweredness/Knowledge/Decison Making/ Common Sense

5	3	1
Displays understanding of how processes performed affect other internal and external bank processes.	Utilizes technical knowledge of procedures and documents.	Uses only limited information. For example, classifies by color or last sequential number of check instead of using all the information that is available.
Makes own decisions readily and is able to justify them.	Demonstrates facility with the 3Rs: reading, writing, and math.	Demonstrates resistance to constructive criticism through defensive behaviors.
Always displays willingness to accept responsibility by actions and comments.	Only knows own area, not how his/her work affects others.	Displays behavior indicating need for frequent "pats on the back" and attention of supervisor or manager.
	Often displays willingness to accept responsibility by actions and comments.	Shows fearfulness for making decisions and acting on them independently without first verifying or obtaining backup from management.
	Sometimes needs guidance with decision making.	Resists mastering and applying training received.
		Becomes too "comfortable" with monotonous tasks; exhibits little or no desire to change or advance.
		Exhibits hautiness or over-confidence.
		Displays defensive behaviors whenever criticized or reprimanded.
		Exhibits victimization and belief that the workd is out to "get me" through actions and comments.

III. Communication Skills/ Team Member Skills

5	3	1
Demonstrates high levels of customer service.	Practices appropriate communication skills in various situations as needed.	Exhibits a "we *vs.* they" attitude.
Helps others complete their assigned work.	Works with co-workers to find common ground.	Socializes constantly.
Always provides positive interaction with co-workers.		Displays "sourpuss" demeanor; whines frequently.

FIRST CHICAGO NBD
WHEATON NEW HIRE PROOF DEPT.

END-OF-COURSE REPORT

Course: Number Skills and Place Value

Schedule: April 8 - 11, 1997

Instructor: Lynn Olivi

Contents:

1 Course Overviews
2 Instructor's Report
3 Participants
4 Compilation of Participants' Evaluation Forms

Workplace Education Division of THE CENTER - Resources for Education
1855 Mt. Prospect Road
Des Plaines, Illinois 60018
(847) 803-3535

COURSE OVERVIEWS

Course: Number Skills

Description: An interactive course designed to enhance the skills of number transfer, large number groupings, number matching, place value review, and working with twelve digit numbers.

Length: 8 hours

No. Participants: 7

Total Contact Hrs.: 52

Course: Place Value

Description: A brief review of place value, reading large numbers, and writing numbers as written amounts.

Length: 1 hour

No. Participants: 7

Total Contact Hrs.: 7

INSTRUCTOR'S REPORT

Results are as follows for the 5 participants who completed the post-test for Number Skills.

1. all of the participants improved or maintained their accuracy in transferring numbers.
2. 4 of the participants had no errors on the post-test.
3. all of the participants improved their speed in transferring numbers.

Number Skills - Wheaton New Hire Proof Dept.

April 8 - 11, 1997

Code	Pre Time	Pre Errors	Post Time	Post Errors
001	3:47	0	3:17	0
002	3:47	0	3:18	0
003	4:28	0	4:09	0
004	7:30	3	5:48	0
005	4:07	1	3:22	1

PARTICIPANTS

The following participants attended the Number Skills course

	Name	Attendance (max=8 hrs.)
1	Brillantes, Mario	6 hrs
2	Dick, Diane	8 hrs
3	Genge, Nirmala	8 hrs
4	Lopez, Jennifer	8 hrs
5	Lugue, Mary Jeanette	8 hrs
6	Schrilla, Nina	6 hrs
7	Villacorte, Josephine	8 hrs

The following participants attended the Place Value course.

	Name	Attendance (max=1 hr.)
1	Brillantes, Mario	1 hr
2	Dick, Diane	1 hr
3	Genge, Nirmala	1 hr
4	Lopez, Jennifer	1 hr
5	Lugue, Mary Jeanette	1 hr
6	Schrilla, Nina	1 hr
7	Villacorte, Josephine	1 hr

COURSE EVALUATION

Course: **Number Skills -Wheaton New Hire Proof Dept.**
Date/Time: **April 8 - 11, 1997**
Instructor: **L. Olivi**

Number of participants: 5 (not all participants answered all questions)

	0-25%	26-50%	51-75%-	76-100%
What percent of your work deals with numbers?	0	0	0	3

	Definitely YES 5	4	3	2	Definitely NO 1	Average
MATERIALS AND PROCEDURES						
1) Were the goals of the course made clear by the instructor?	4	1	0	0	0	4.8
2) Were the visual exercises helpful in improving your accuracy and speed?	4	1	0	0	0	4.8
3) Were the booklet exercises helpful in improving your accuracy and speed?	4	1	0	0	0	4.8
4) Was there sufficient explanation of course techniques by the instructor?	4	1	0	0	0	4.8
5) Do you feel you will be able to apply the techniques to your work?	3	2	0	0	0	4.6
6) Do you plan to use the techniques taught in the course?	3	2	0	0	0	4.6
7) Were discussions of general problem areas helpful?	3	2	0	0	0	4.6
8) Did you feel the course was directed to your daily work activity?	3	2	0	0	0	4.6
INSTRUCTOR						
1) Did the class begin on time?	3	1	0	0	0	4.8
2) Did the instructor use good teaching techniques?	3	1	0	0	0	4.8
3) Were you given a reasonable chance to participate?	3	1	0	0	0	4.8
4) Did you feel that the instructor gave you sufficient personal attention?	3	1	0	0	0	4.8
GENERAL						
1) Do you feel more confident of your abilities to remember, transfer, and check numbers?	3	2	0	0	0	4.6
2) Did you enjoy the course?	3	2	0	0	0	4.6
3) Would you recommend the course to others?	3	2	0	0	0	4.6

COMMENTS: I improved a lot.